DOCUMENT RESUME

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ABSTRACT

The Pre-Reading Skills Battery is a group-administered diagnostic battery measuring skills considered to be prerequisite to beginning reading instruction. Three major areas of skills are included: language, visual perception, and auditory perception. Within each of these three areas several skills are tested through two or three sub-tests. In some sub-areas there are two or three sub-tests for a particular skill covering a range of difficulty. The battery is so constructed that all the thirteen tests need not be given to determine a child's skills in each of the three areas. The tests in the pilot edition are: (1) meaning vocabulary, (2) auditory comprehension, visual comprehension, letter similarities, letter combination similarities, memory-letters, memory-letter combinations, auditory discrimination, (3) auditory blending, and auditory sequencing. A pilot edition of the test battery is included. (Author/TO)

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ED 094 637

April, 1971

The Pre-Reading Skills Battery

Developed by

The Center for Urban Education

The Pre-Reading Skills Battery is a group-administered diagnositc instrument measuring skills considered to be prerequisite to beginning reading instruction. Three major areas of skills are included: Language; Visual Perception; and Auditory Perception. Several sub-areas are tested in each of those skill areas. (See Figure 1 below.) Two or three subtests are included in each sub-area to provide items covering several levels of difficulty for that particular skill. Such a procedure should insure diagnostic placement of a child on a developmental skill level for each of the skills included in the battery. The tests are so constructed that only part of the battery needs to be given to determine a child's skills level.

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. Figure 1

Tests Included in the Pre-Reading Skills Battery

1. Language
    - A. Meaning Vocabulary
        - Test 1
        - Test 2
    - B. Auditory Comprehension Test
    - C. Visual Comprehension Test

2. Visual Perception
    - A. Discrimination
        1. Pictures
        2. Letters
        3. Letter Combinations
    - B. Memory
        1. Pictures
        2. Letters
        3. Letter Combinations

3. Auditory Perception
    - A. Discrimination
        - Test 1
        - Test 2
        - Test 3
    - B. Blending Test
    - C. Sequencing Test

In the language area three sub-areas are included: Meaning Vocabulary; Auditory Comprehension; and Visual Comprehension. The two Meaning Vocabulary tests measure knowledge of common words, ranging from simple labels for nouns to harder concepts of position, etc.. The Auditory Comprehension tests require the child to show comprehension of orally-given sentences and stories by marking pictures to indicate what he has heard. The Visual Comprehension tests measure the child's comprehension of pictures given him, ranging from simple actions to more complex interactions.

In the Visual Perception, area Discrimination and Memory sub-areas are included. Discrimination subtests measure skills in differentiating pictures or letters or letter combination. . In the Memory sub-area, short-term memory for pictures or letters or letter combinations is measured.

The Auditory Perception area includes Discrimination, Blending and Sequencing. The Discrimination subtests measure skills ranging from differentiating orally-given nouns to matching pictures with the same beginning consonant sound. The Blending subtest requires the child to find a picture corresponding to a word orally given in unblended form. The Sequencing test requires the child to find a picture sequence corresponding to an orally-given sequence of objects, indicating his visual-auditory integration skills.

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LANGUAGE

re-reading Skills Battery

Pilot / May 1971

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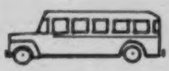
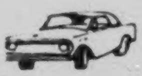
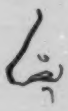
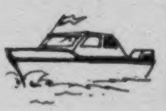
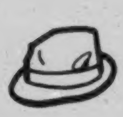
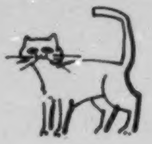
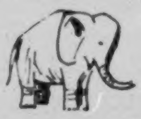
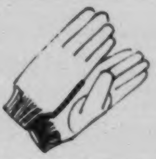
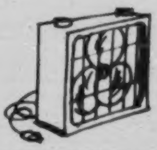
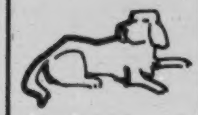
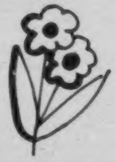
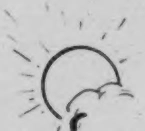
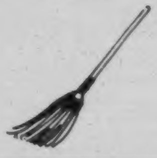
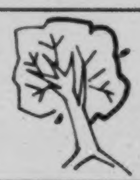
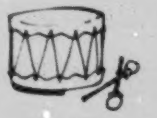
hild's Name ______________________ Date ____________

chool ______________ Class ______ Teacher ______________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

Meaning Vocabulary - Test 1

☆					
○					
⇨					

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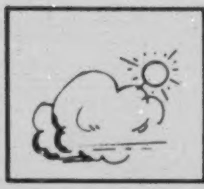
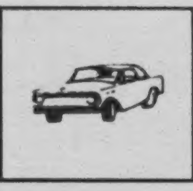
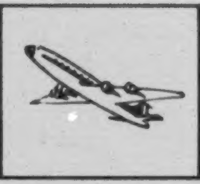
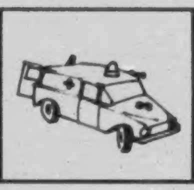
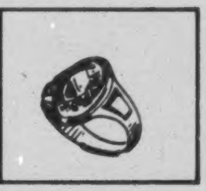
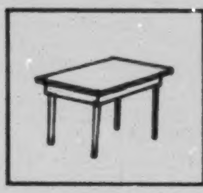
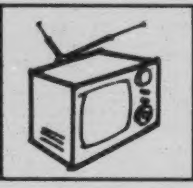
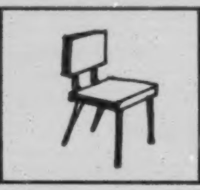
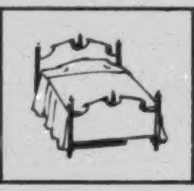
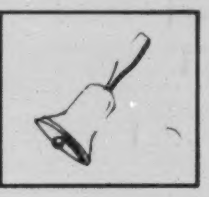
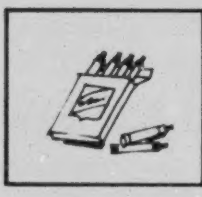
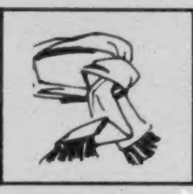
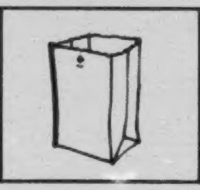
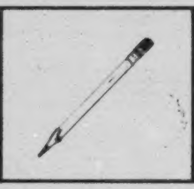
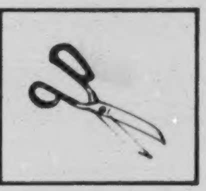
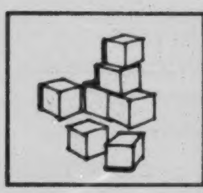
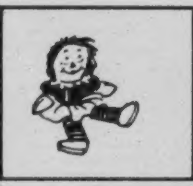
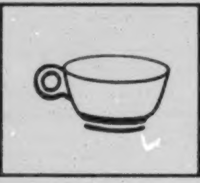
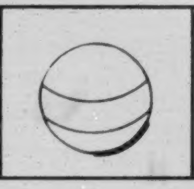
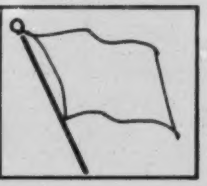
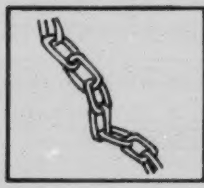
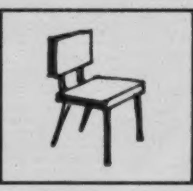
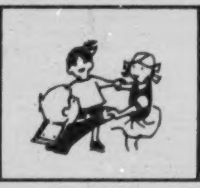
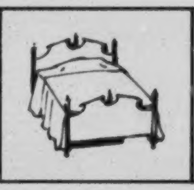
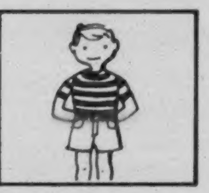
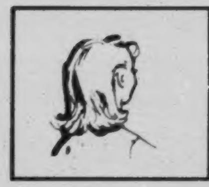
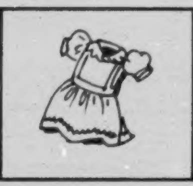
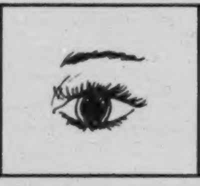
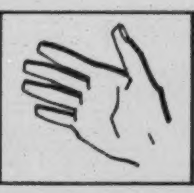
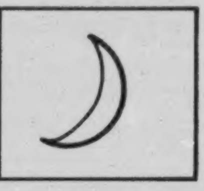
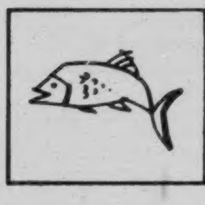
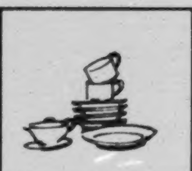
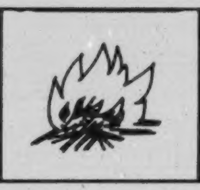
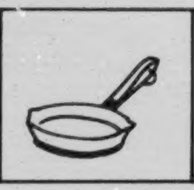
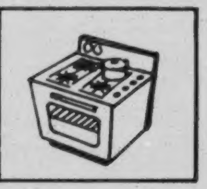
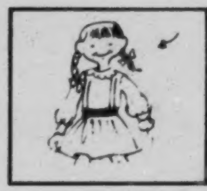
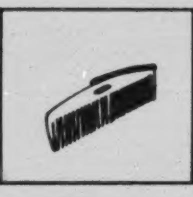
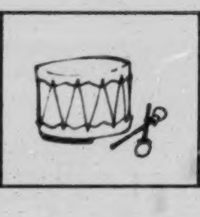
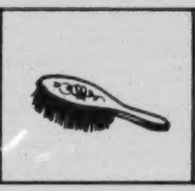
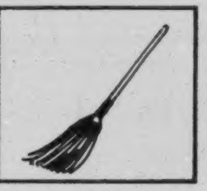
☆ 1						1-16 1 2 3 4 5 6
○ 2						1-17 1 2 3 4 5 6
⇨ 3						1-18 1 2 3 4 5 6
☆ 4						1-19 1 2 3 4 5 6
○ 5						1-20 1 2 3 4 5 6
⇨ 6						1-21 1 2 3 4 5 6
☆ 7						1-22 1 2 3 4 5 6
○ 8						1-23 1 2 3 4 5 6

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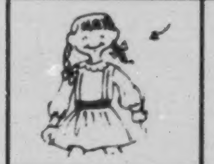
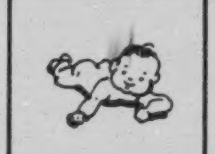
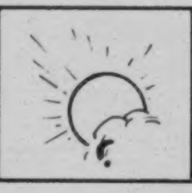
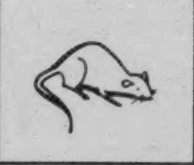
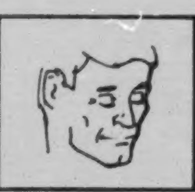

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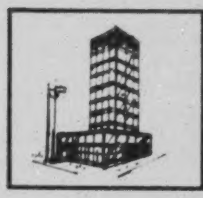
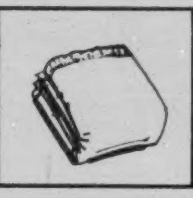
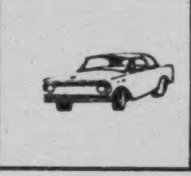
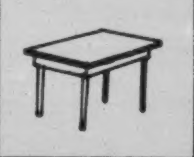
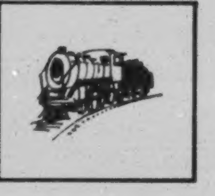

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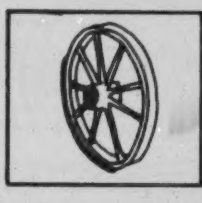
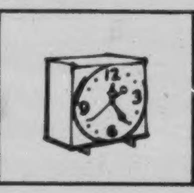
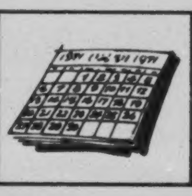
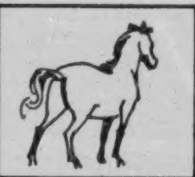
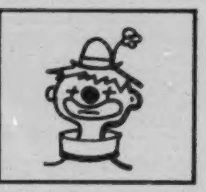

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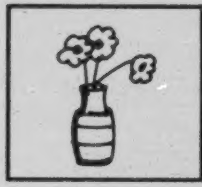
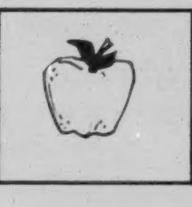
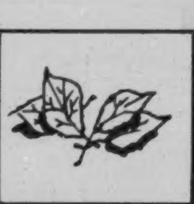
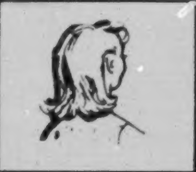
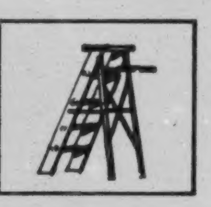

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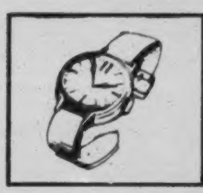
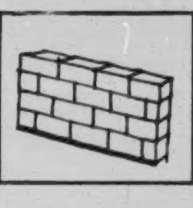
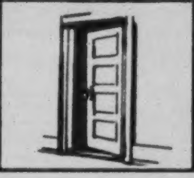
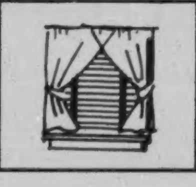
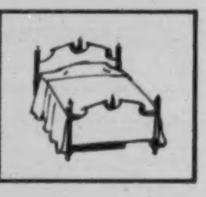

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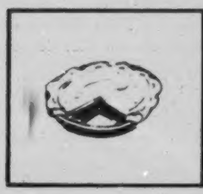
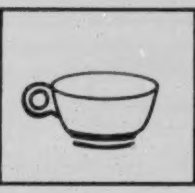
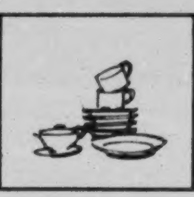
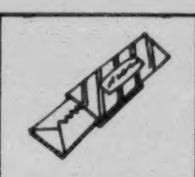
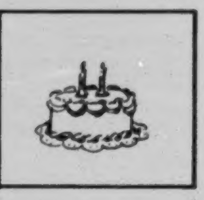

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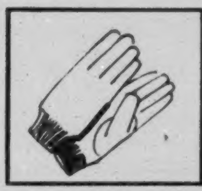
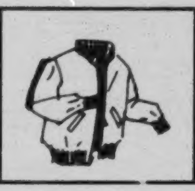
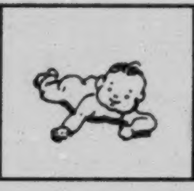
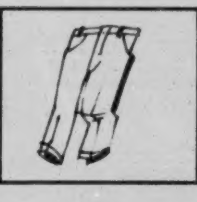
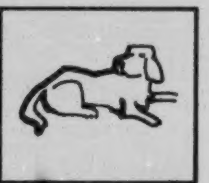

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CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

MEANING VOCABULARY TEST I (Gray)

Directions for Administrations

MATERIALS: Child's Test Booklet\Markers

PROCEDURE:

Sample A - Say,

IN THIS TEST I AM GOING TO ASK YOU TO FIND SOME PICTURES.

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) PUT YOUR FINGER ON THE PICTURE OF A CAR IN THIS ROW. DID YOU FIND IT? (Show tester's copy and point to the car.) GOOD. MARK AN "X" ON THE PICTURE OF THE CAR. (Make sure that all children have marked the correct response.)

Sample B - Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. (Check to see that all children have the correct row.) FIND THE PICTURE OF THE DOG AND MARK AN "X" ON IT. (Pause) DID YOU MARK AN "X" ON THE DOG HERE? (demonstrate) GOOD. (Check to see that all children have marked the correct response)

Sample C - Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. (Check to see that all have the correct row.) MARK AN "X" ON THE PICTURE OF THE TREE. (Pause) DID YOU MARK AN "X" ON THE TREE OVER HERE? (Check to see that all did.) GOOD.

Pre-Reading Skills Battery
Meaning Vocabulary Test I (Gray)

May, 1971

Give the children as much help as needed with the three samples so that all understand the test procedure before starting the items below.

Test Items

Item 1 - Say,

NOW TURN THE PAGE (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE STAR. MARK AN "X" ON THE PICTURE OF THE AIRPLANE. Do not help the children with this or any subsequent items. Use the above format for each of the items below:

Item	Marker	Picture
2.	ball	TABLE
3.	arrow	SCISSORS
4.	star	BALL
5.	ball	CHAIR
6.	arrow	HAIR
7.	star	FIRE
8.	ball	BRUSH

Pre-Reading Skills Battery
Meaning Vocabulary Test I (Gray)

May, 1971

Item 9 - Say.

NOW TURN THE PAGE. (Make sure that each child has turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. MARK AN "X" ON THE PICTURE OF THE MAN. Use the above format for the items below:

Item	Marker	Picture
10.	star	BUILDING
11.	ball	CLOCK
12.	arrow	LEAVES
13.	star	WINDOW
14.	ball	CAKE
15.	arrow	JACKET

10

Pre-reading Skills Battery

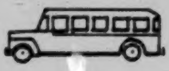
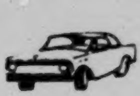
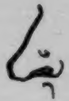
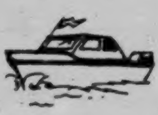
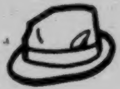
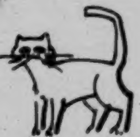
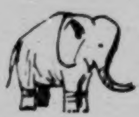
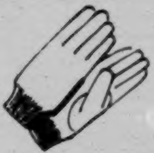
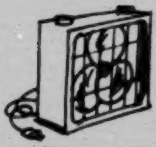
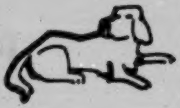
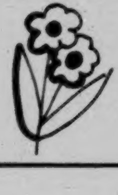
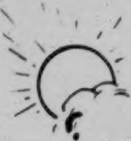
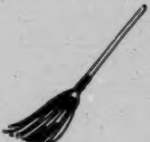
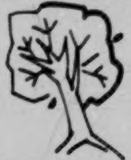
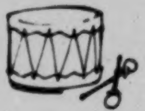
Pilot / May 1971

Child's Name ______________________________ Date ____________

School ________________ Class ______ Teacher ____________________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

Meaning Vocabulary - Test 1

☆					
○					
⇨					

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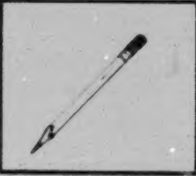
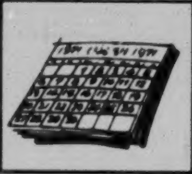
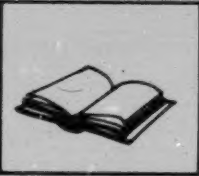
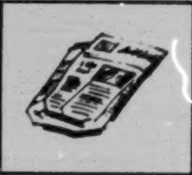
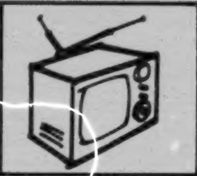

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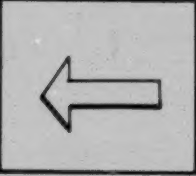
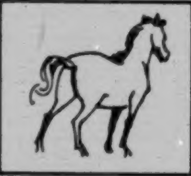
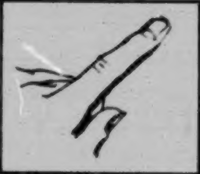
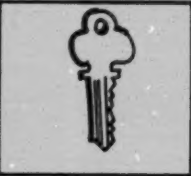
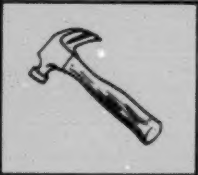

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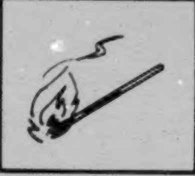
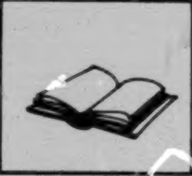
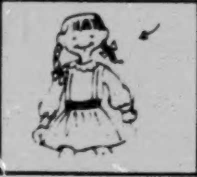
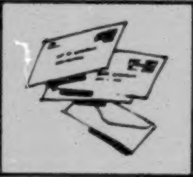
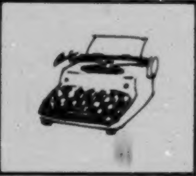

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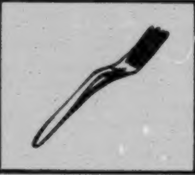
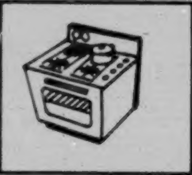
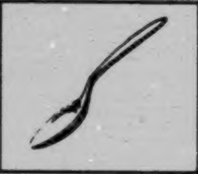
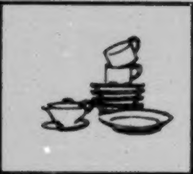
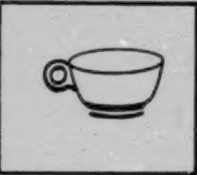

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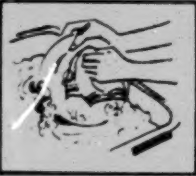
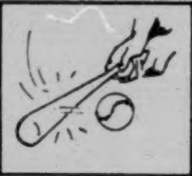
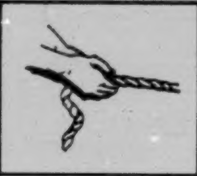
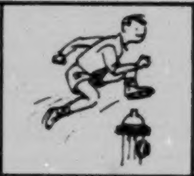
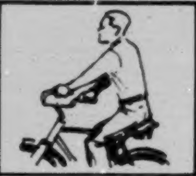

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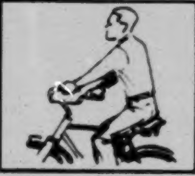
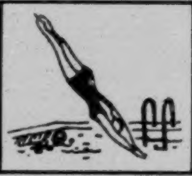
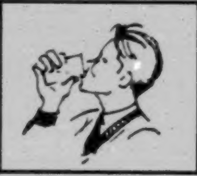
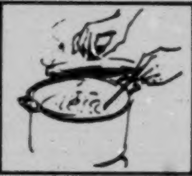
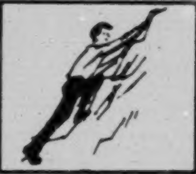

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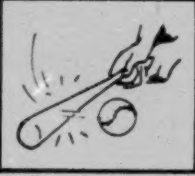
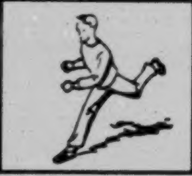
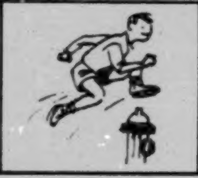
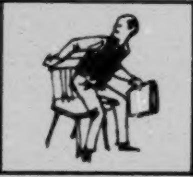
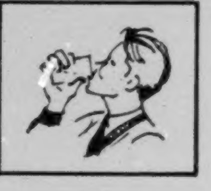

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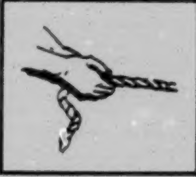
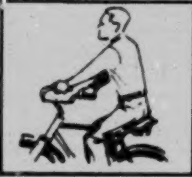
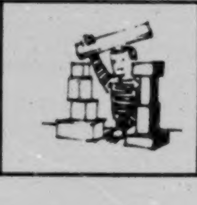
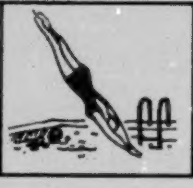
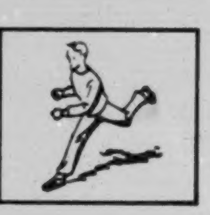

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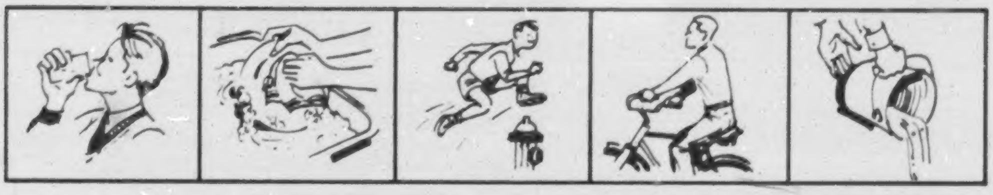

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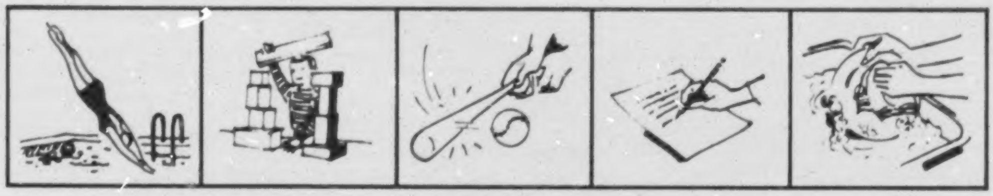

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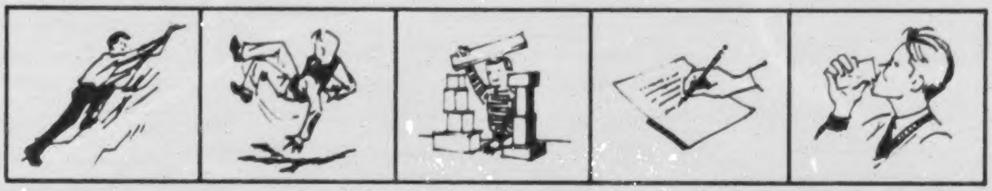

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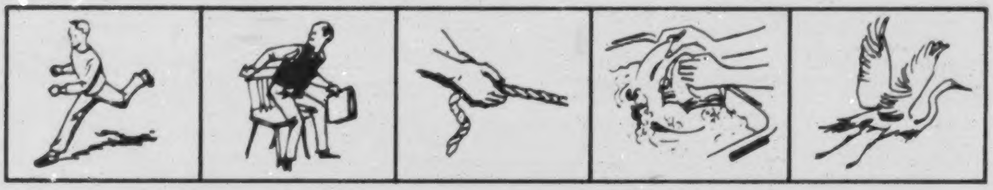

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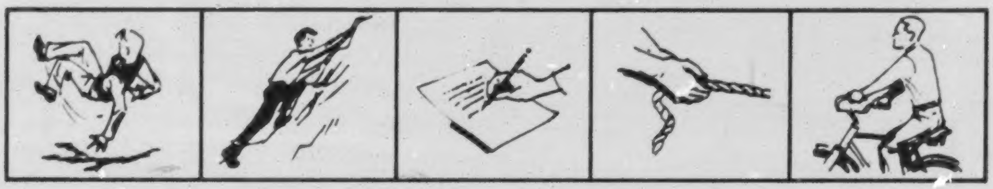

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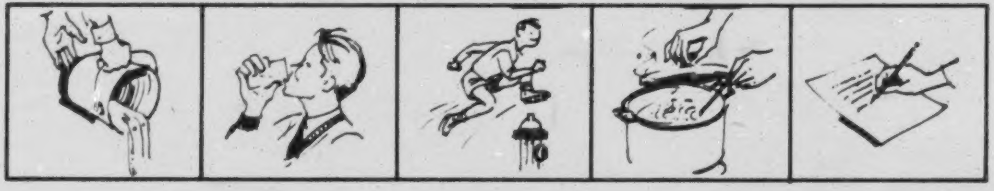

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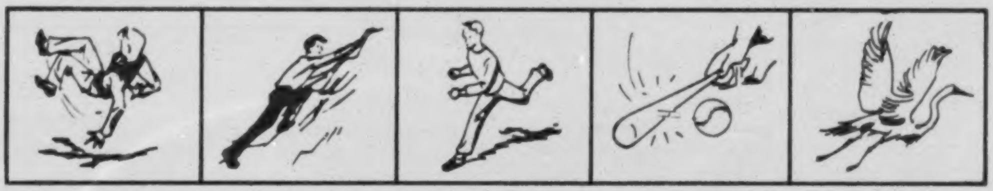

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CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

MEANING VOCABULARY TEST I (White)

Directions for Administration

MATERIAL: Child's Test Booklet/Markers

PROCEDURE:

Sample A - Say,

IN THIS TEST I AM GOING TO ASK YOU TO FIND SOME PICTURES.

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) PUT YOUR FINGER ON THE PICTURE OF A CAR IN THIS ROW. DID YOU FIND IT? (Show tester's copy and point to the car.) GOOD. MARK AN "X" ON THE PICTURE OF THE CAR. (Make sure that all children have marked the correct response.)

Sample B - Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. (Check to see that all children have the correct row.) FIND THE PICTURE OF THE DOG AND MARK AN "X" ON IT. (Pause) DID YOU MARK AN "X" ON THE DOG HERE? (demonstrate) GOOD. (Check to see that all children have marked the correct response).

Sample C - Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. (Check to see that all have the correct row.) MARK AN "X" ON THE PICTURE OF THE TREE. (Pause) DID YOU MARK AN "X" ON THE TREE OVER HERE? (Check to see that all did.) GOOD.

Pre-Reading Skills Battery
Meaning Vocabulary Test I (White)
May, 1971

Give the children as much help as needed with the three samples so that all understand the test procedure before starting the items below.

Test Items

Item 1 - Say,

NOW TURN THE PAGE (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE STAR. MARK AN "X" ON THE PICTURE OF THE CALENDAR.

Do not help the children with this or any subsequent items. Use the above format for each of the items below:

Item	Marker	Picture
2.	ball	Hammer
3.	arrow	Mail
4.	star	Spoon

Item 5 - Say,

PUT YOUR MARKER UNDER THE NEXT ROW OF PICTURES WITH THE BALL BESIDE IT. MARK AN "X" ON THE PICTURE THAT SHOWS SOMEONE WASHING.

Item	Marker	Picture
6.	arrow	Someone drinking
7.	star	Someone running
8.	ball	Someone building

Pre-Reading Skills Battery
Meaning Vocabulary Test I (White)

May, 1971

Item 9 - Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. MARK AN "X" ON THE PICTURE THAT SHOWS SOMEONE POURING.

Item	Marker	Picture
10.	star	Someone writing
11.	ball	Someone climbing
12.	arrow	Someone sitting
13.	star	Someone falling
14.	ball	Someone cooking
15.	arrow	Someone flying

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Pre-reading Skills Battery Pilot / May 1971

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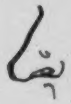
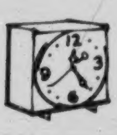
hild's Name ______________________________ Date ____________

School ____________________ Class ______ Teacher ____________________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

Meaning Vocabulary - Test 2

☆					
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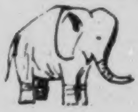
⇨					

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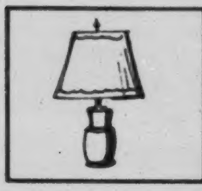
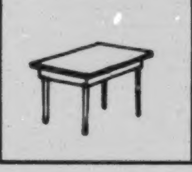
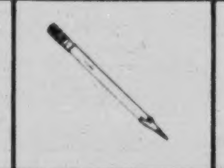
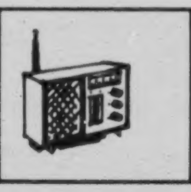
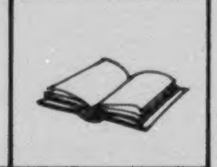

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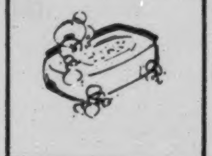
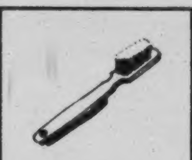
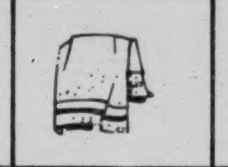
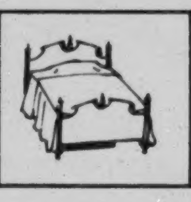
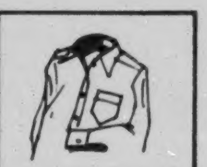

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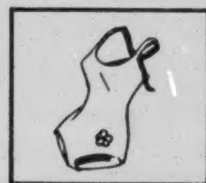
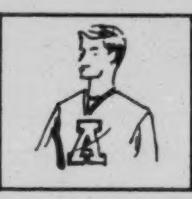
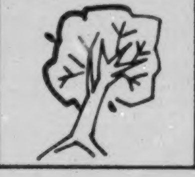
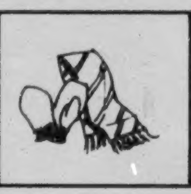
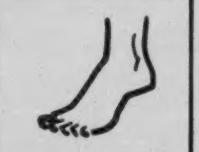

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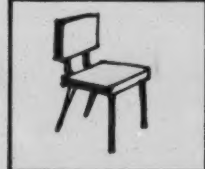
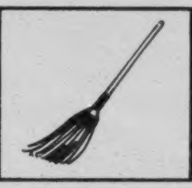
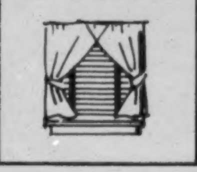
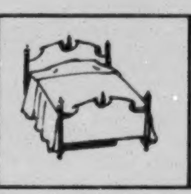
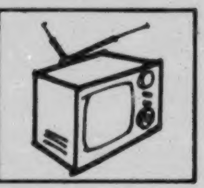

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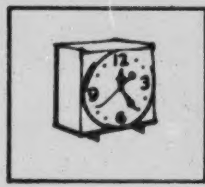
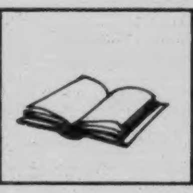
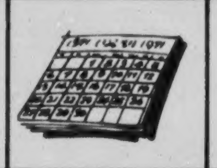
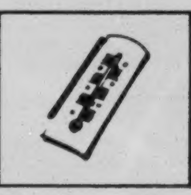
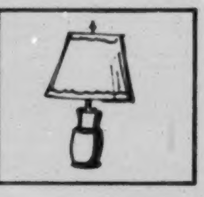

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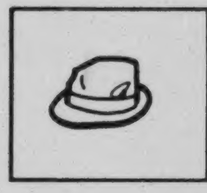
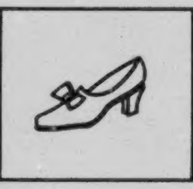
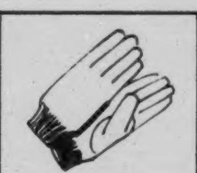
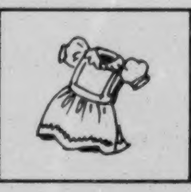
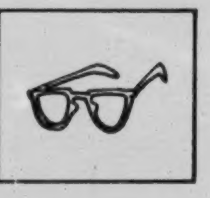

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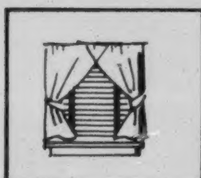
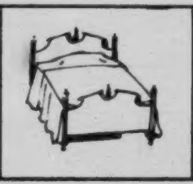
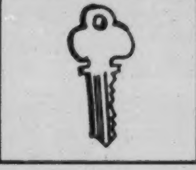
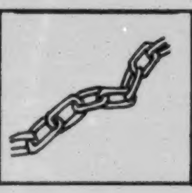
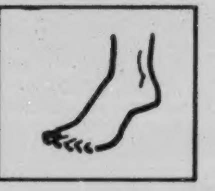

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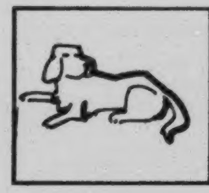
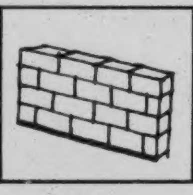
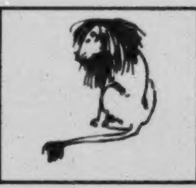
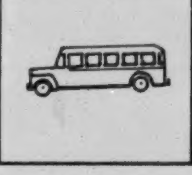
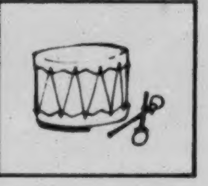

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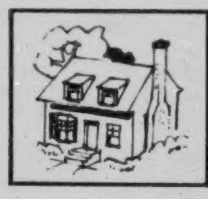

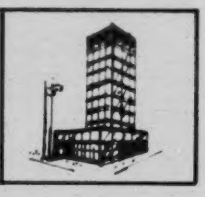

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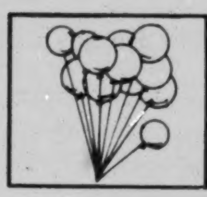

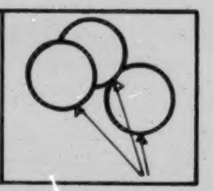

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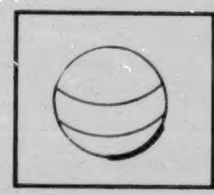

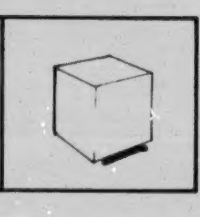

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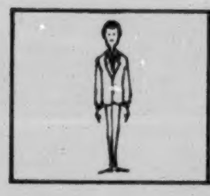

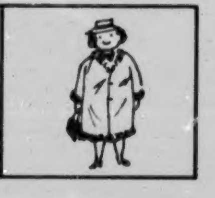

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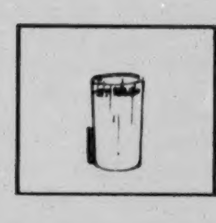

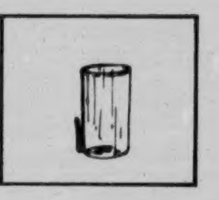

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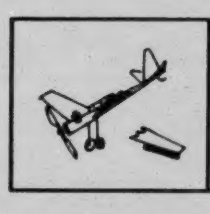

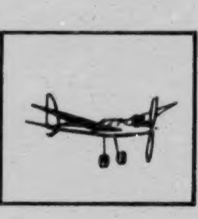

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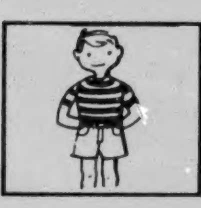

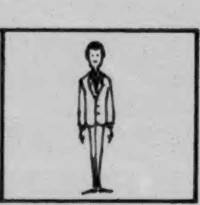

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CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

MEANING VOCABULARY TEST 2 (Gray)

Directions for Administration

MATERIAL: Child's Test Booklet
Markers

PROCEDURE:

Sample A - Say,

IN THIS TEST I AM GOING TO ASK YOU TO FIND SOME PICTURES.

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) PUT YOUR FINGER ON THE PICTURE THAT SHOWS SOMETHING YOU WEAR. DID YOU FIND IT? (Show tester's copy and point to the shirt). NOW MARK AN "X" ON IT. (Check to see that all have marked the shirt.) A SHIRT IS SOMETHING YOU WEAR.

Sample B - Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. (Check to see that all children have the correct row.) FIND A PICTURE OF SOMETHING TO DRINK FROM AND MARK AN "X" ON IT. (Pause) DID YOU MARK THE CUP HERE? (demonstrate). A CUP IS SOMETHING YOU DRINK FROM. (Check to see that all children have marked the correct response.)

Sample C - Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. (Check to see that all have the correct row.) MARK AN "X" ON SOMETHING THAT IS LITTLE. (Pause). DID YOU MARK AN "X" ON THE MOUSE HERE? (demonstrate). A MOUSE IS LITTLE BUT AN ELEPHANT IS BIG, SO YOU SHOULD MARK AN "X" ON THE MOUSE. (Check to see that all have marked the correct picture.)

Pre-Reading Skills Battery
Meaning Vocabulary Test 2 -(Gray)

May, 1971

Give the children as much help as needed with the three samples, so that all understand the test procedure before starting the items below.

Test Items

Item 1 - Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE STAR. MARK AN "X" ON SOMETHING YOU READ.

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Item	Marker	Picture
2.	ball	something you dry your hands with
3.	arrow	something that keeps you warm in winter
4.	star	something you clean house with
5.	ball	something that tells you the time
6.	arrow	something you wear to help you see better
7.	star	something that unlocks a door for you
8.	ball	something you ride in

Item 9 - Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. MARK AN "X" ON SOMETHING BIG.

Pre-Reading Skills Battery
Meaning Vocabulary Test 2 -(Gray)

May, 1971

Use the above format for the items below.

Item	Marker	Picture
10.	star	the picture that shows many balloons
11.	ball	something round
12.	arrow	something fat
13.	star	something empty
14.	ball	something broken
15.	arrow	someone tall

Pre-reading Skills Battery

Pilot / May 1971

Child's Name ______________________________ Date ______________

School ____________________ Class ______ Teacher ____________________

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School	Class	Child	Ethnic	SES	Sex	Test	

Meaning Vocabulary - Test 2

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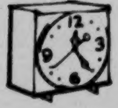
☆					
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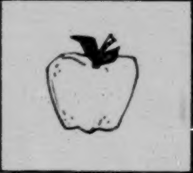
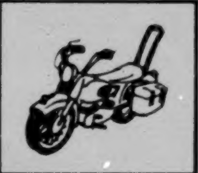
○ 2						1-62 1 2 3 4 5 6
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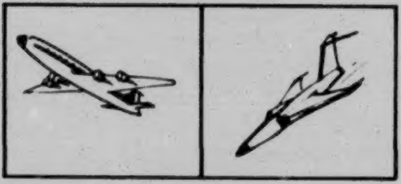

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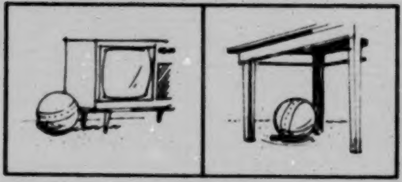

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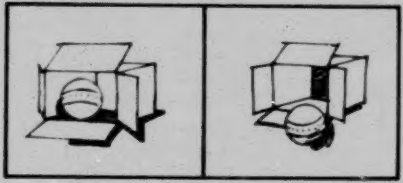

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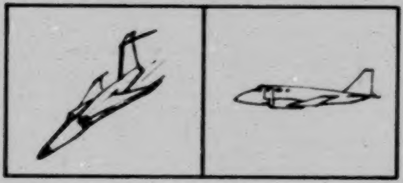

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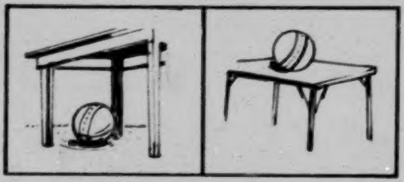

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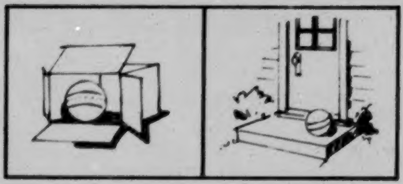

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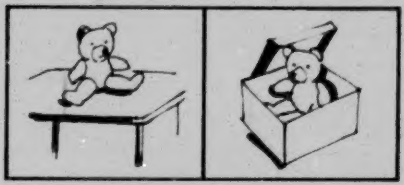

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CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

MEANING VOCABULARY TEST 2 (White)

Directions for Administration

MATERIAL: Child's Test Booklet/Markers

PROCEDURE:

Sample A - Say,

IN THIS TEST I AM GOING TO ASK YOU TO FIND SOME PICTURES.

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) PUT YOUR FINGER ON THE PICTURE THAT SHOWS SOMETHING TO WEAR. DID YOU FIND IT? (Show tester's copy and point to the shirt.) NOW MARK AN "X" ON IT. (Check to see that all have marked the shirt.) A SHIRT IS SOMETHING TO WEAR.

Sample B - Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. (Check to see that all children have the correct row.) FIND [illegible] PICTURE OF SOMETHING YOU DRINK FROM AND MARK AN "X" ON IT. (Pause) DID YOU MARK THE CUP HERE? (Demonstrate). A CUP IS SOMETHING YOU DRINK FROM. (Check to see that all children have marked the correct response.)

Sample C - Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. (Check to see that all have the correct row.) MARK AN "X" ON SOMETHING THAT IS LITTLE. (Pause). DID YOU MARK AN "X" ON THE MOUSE HERE? (Demonstrate) A MOUSE IS LITTLE BUT AN ELEPHANT IS BIG, SO YOU SHOULD MARK AN "X" ON THE MOUSE. (Check to see that all have marked the correct picture.)

Pre-Reading Skills Battery
Meaning Vocabulary Test 2 (White)
May, 1971

Give the children as much help as needed with the three samples, so that all understand the test procedure before starting the items below.

Test Items

Item 1 - Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE STAR. MARK AN "X" ON THE FRUIT.

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Item	Marker	Picture
2.	ball	animal
3.	arrow	people
4.	star	furniture
5.	ball	clothes
6.	arrow	toys
7.	star	food
8.	ball	pet

Pre-Reading Skills Battery
Meaning Vocabulary Test 2 (White

May, 1971

Item 9 - Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. MARK AN "X" ON THE AIRPLANE THAT IS GOING UP.

Use the above format for the items below:

Item	Marker	Picture
10.	star	ball that is under something
11.	ball	ball that is inside something
12.	arrow	airplane that is going down
13.	star	ball that is on top of something
14.	ball	ball that is outside of something
15.	arrow	the bear that is on something.

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Pre-reading Skills Battery

Pilot / May 1971

Child's Name ______________________________ Date ____________

School ____________________ Class ______ Teacher ____________________

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School	Class	Child	Ethnic	SES	Sex	Test	

Auditory Comprehension

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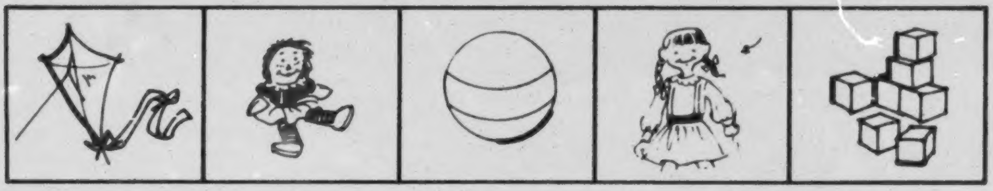

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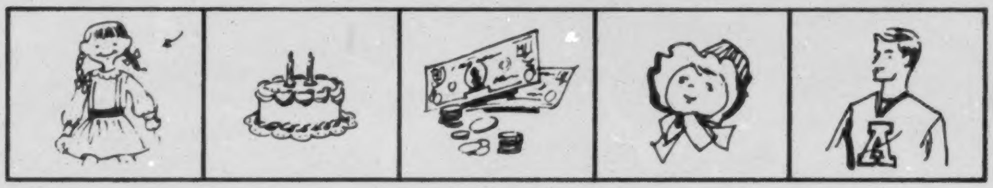

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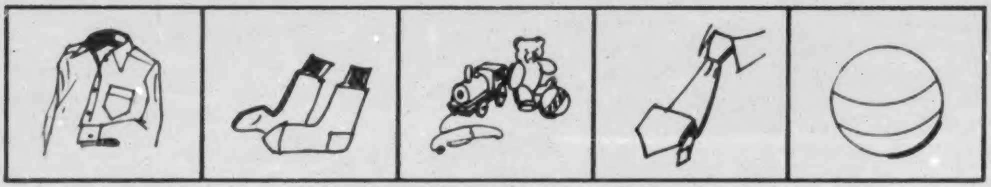

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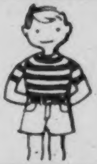
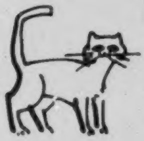
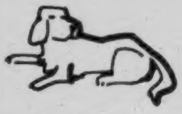
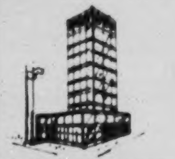
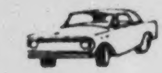

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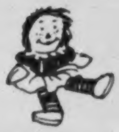
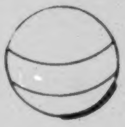
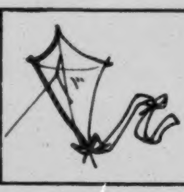
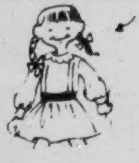
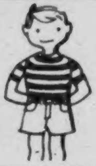

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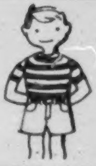
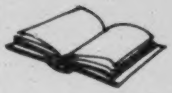
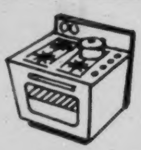
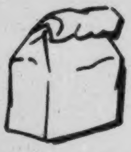
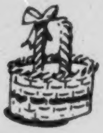

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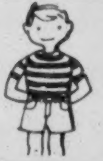
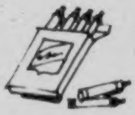
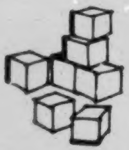
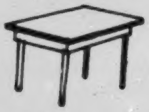
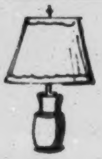

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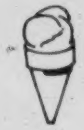
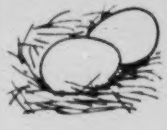
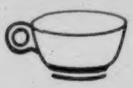
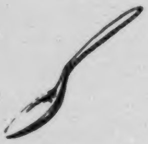
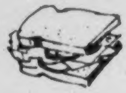

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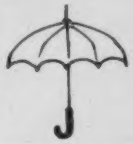
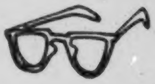
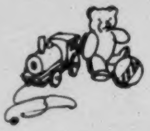
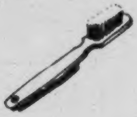
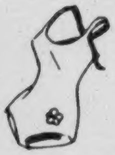

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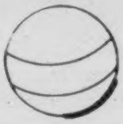
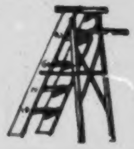
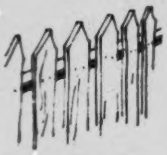
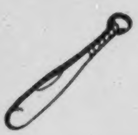
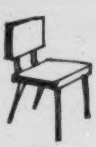

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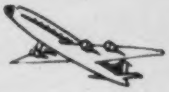
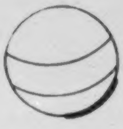
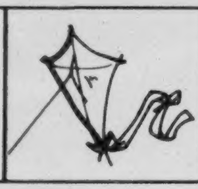
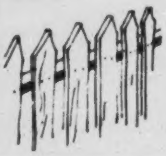
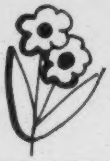

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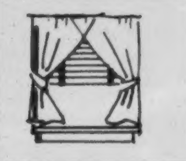

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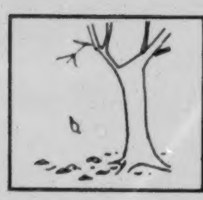
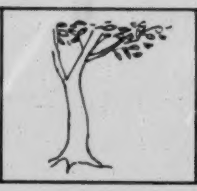
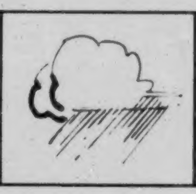
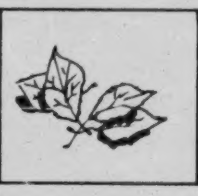
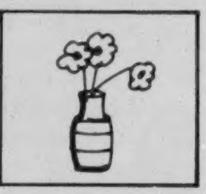

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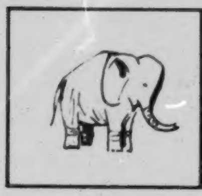
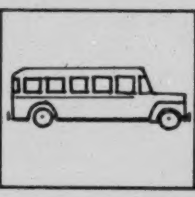
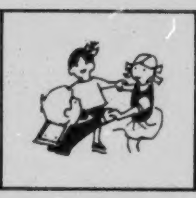
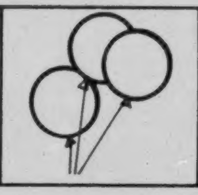
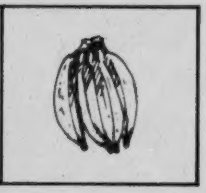

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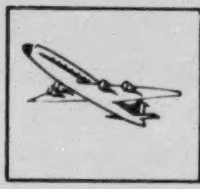
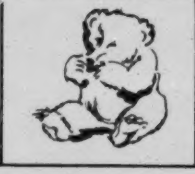
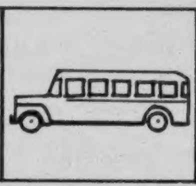
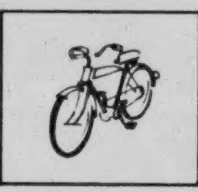
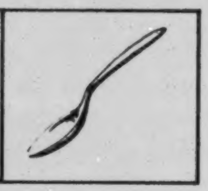

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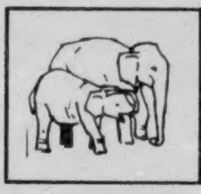
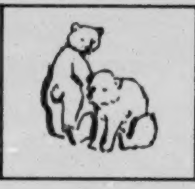
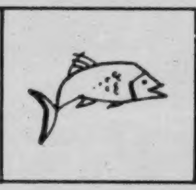
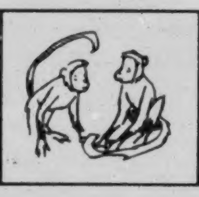
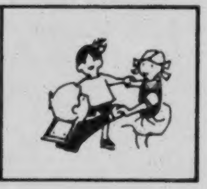

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CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

AUDITORY COMPREHENSION (Grey)

Directions for Administration

MATERIAL: Child's Test Booklet\Markers

PROCEDURE:

Sample A - Say,

IN THIS TEST YOU ARE GOING TO LISTEN TO SOME STORIES.

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) I AM GOING TO READ YOU A STORY. LISTEN CAREFULLY BECAUSE I WILL ASK YOU TO MARK SOME PICTURES ABOUT THE STORY. READY?

IT IS FUN TO PLAY WITH A BALL.

NOW LOOK AT THE PICTURES. PUT YOUR FINGER ON THE PICTURE OF WHAT IT IS FUN TO PLAY WITH. (Pause.) DID YOU PUT YOUR FINGER ON THE BALL? GOOD. MARK AN "X" ON THE BALL. (Check to see that all have marked the ball.) IT IS FUN TO PLAY WITH A BALL.

Samples B and C - Say,

NOW I AM GOING TO READ YOU ANOTHER STORY, AND THIS TIME I WILL ASK YOU TWO QUESTIONS ABOUT THE STORY. FIRST, PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. (Check to see that all have the correct row.) LISTEN CAREFULLY. READY?

CINDY WANTED TO BUY HER BIG BROTHER A BIRTHDAY PRESENT. FIRST SHE TOOK HER MONEY FROM HER BANK. THEN SHE WALKED TO THE STORE WITH HER FRIEND, WHERE SHE BOUGHT HER BROTHER SOME SOCKS.

Auditory Comprehension (Gray)
Directions for Administration

May 1, 1971

NOW MARK AN "X" ON THE PICTURE OF WHO CINDY WANTED TO BUY A PRESENT FOR. (Pause.) DID YOU MARK AN "X" ON THE PICTURE OF THE BIG BOY HERE? GOOD. THAT IS A PICTURE OF CINDY'S BIG BROTHER. (Check to see that all have marked the correct picture.)

NOW PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. MARK AN "X" ON WHAT CINDY BOUGHT AT THE STORE. (Pause.) DID YOU MARK AN "X" ON THE SOCKS? GOOD. CINDY BOUGHT SOCKS FOR HER BIG BROTHER. (Check to see that all have marked the correct picture.)

Give the children as much help as needed with the sample, so that all understand the test procedure before starting the items below.

Test Items

Item 1 - Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page on the inside cover.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR. LISTEN CAREFULLY WHILE I READ YOU A STORY. READY?

LOUIS TOOK HIS DOG FOR A WALK DOWN THE STREET.

MARK AN "X" ON WHAT LOUIS TOOK FOR A WALK.

Do not help the children with this or any subsequent items.

2. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. LISTEN CAREFULLY. READY?

MY SISTER LIKES TO PLAY WITH HER DOLL AFTER SCHOOL.

MARK AN "X" ON WHAT MY SISTER LIKES TO PLAY WITH.

Auditory Comprehension (Gray)
Directions for Administration

May, 1971

3. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. LISTEN CAREFULLY. READY?

FRANK BROUGHT HIS LUNCH TO SCHOOL IN A PAPER BAG.

MARK AN "X" ON FRANK'S LUNCH.

4. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR. LISTEN CAREFULLY. READY?

JOHN GOT OUT HIS CRAYONS TO DRAW A PICTURE.

MARK AN "X" ON WHAT JOHN IS GOING TO USE TO DRAW WITH.

5. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. LISTEN CAREFULLY. READY.

SHARON ATE A SANDWICH FOR LUNCH. AFTER LUNCH SHE HAD AN ICE CREAM CONE.

MARK AN "X" ON WHAT SHARON ATE FIRST.

6. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. LISTEN CAREFULLY. READY?

WHEN GLORIA WOKE UP IN THE MORNING IT WAS RAINING. SHE DIDN'T WANT TO GET WET ON HER WAY TO SCHOOL.

MARK AN "X" ON WHAT GLORIA TOOK TO SCHOOL WITH HER TO KEEP HER DRY.

7. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR. LISTEN CAREFULLY BECAUSE I WILL ASK YOU TWO QUESTIONS ABOUT THIS STORY. READY?

WHEN ARTHUR AND HIS FRIENDS WERE PLAYING BALL THE BALL WENT OVER THE FENCE. ARTHUR WAS THE SMALLEST SO HE HAD TO CLIMB OVER THE FENCE TO GET IT BACK.

MARK AN "X" ON WHAT ARTHUR CLIMBED OVER.

8. NOW PUT YOUR MARKER UNDER THE ROW NEXT TO THE BALL.

MARK AN "X" ON WHAT ARTHUR BROUGHT BACK.

9. NOW GO TO THE NEXT PAGE. (Make sure that all children have the correct page on the inside of the booklet.)

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES NEXT TO THE ARROW. LISTEN CAREFULLY. READY?

ONE SATURDAY CYNTHIA AND HER FAMILY WENT TO THE PARK. IT WAS A WARM, SUNNY DAY, SO THEY ATE THEIR LUNCH ON A PICNIC TABLE UNDER A TREE. CYNTHIA COULD NOT FINISH HER PIECE OF CAKE, SO SHE BROKE IT UP IN LITTLE PIECES AND THREW IT ON THE GRASS. SOON A LOT OF BIRDS FLEW DOWN AND BEGAN TO EAT.

MARK AN "X" ON WHERE CYNTHIA AND HER FAMILY ATE THEIR LUNCH.

10. PUT YOUR MARKER UNDER THE ROW NEXT TO THE STAR.

MARK AN "X" ON WHAT THE BIRDS ATE.

Auditory Comprehension (Gray)
Directions for Administration

May, 1971

11. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL.

LISTEN CAREFULLY. READY?

ONE SUMMER DAY A MONKEY DECIDED TO RUN AWAY FROM THE ZOO. HE CLIMBED THROUGH A WINDOW IN HIS HOUSE AND THEN RAN THROUGH THE PARK. WHEN HE GOT TO THE ROAD HE SAW SO MANY CARS THAT HE GOT FRIGHTENED. SO HE WAS GLAD TO GET BACK TO HIS HOUSE IN THE ZOO.

MARK AN "X" ON WHAT THE MONKEY CLIMBED THROUGH.

12. PUT YOUR MARKER ON THE ROW NEXT TO THE ARROW.

MARK AN "X" ON WHAT THE MONKEY SAW AFTER HE RAN THROUGH THE PARK.

13. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR. LISTEN CAREFULLY. READY?

VIRGINIA'S MOTHER CALLED HER IN FROM PLAY TO HAVE SUPPER. AFTER VIRGINIA ATE HER SUPPER SHE WATCHED TELEVISION, UNTIL HER MOTHER TOLD HER TO PUT ON HER PAJAMAS.

MARK AN "X" ON WHAT VIRGINIA WATCHED AFTER SHE ATE HER SUPPER.

14. PUT YOUR MARKER UNDER THE ROW NEXT TO THE BALL.

MARK AN "X" ON WHERE VIRGINIA WILL GO WHEN SHE PUTS ON HER PAJAMAS.

15. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. LISTEN CAREFULLY BECAUSE I WILL ASK YOU THREE QUESTIONS ABOUT THIS STORY. READY?

AFTER THE HOT SUMMER IS OVER, THE WEATHER STARTS TO GET COLD. YOU CAN'T GO SWIMMING ANY MORE, AND YOU HAVE TO WEAR WARMER CLOTHES. THEN THE LEAVES FALL OFF THE TREES, AND THE WIND BLOWS THEM DOWN THE STREET. ONE MORNING YOU WAKE UP AND SEE SOME CHILDREN MAKING A SNOWMAN OUTSIDE. THEN YOU KNOW THAT IT IS REALLY WINTER.

MARK AN "X" ON WHAT TELLS YOU THAT THE COLD WINTER HAS COME.

16. PUT YOUR MARKER UNDER THE ROW NEXT TO THE STAR.

MARK AN "X" ON SOMETHING YOU WEAR WHEN IT IS COLD.

17. (Have the children turn to the back page as quickly as possible to keep the continuity of the story.)

PUT YOUR MARKER UNDER THE ROW NEXT TO THE BALL.

MARK AN "X" ON WHAT THE TREES LOOK LIKE AFTER THE HOT SUMMER IS OVER.

18. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. LISTEN CAREFULLY. READY?

WHEN THE CHILDREN IN MISS CARTER'S CLASS CAME TO SCHOOL ONE MORNING A BIG GREEN BUS WAS WAITING FOR THEM. AFTER A LONG RIDE, THE CHILDREN GOT TO THE ZOO AND SAW SOME MONKEYS. THE MONKEYS WERE EATING BANANAS, AND THIS MADE THE CHILDREN HUNGRY. THEY HAD LUNCH AND THEN WENT TO SEE THE BEARS AND THE ELEPHANTS BEFORE IT WAS TIME TO GO HOME.

MARK AN "X" ON WHAT MADE THE CHILDREN HUNGRY.

19. PUT YOUR MARKER UNDER THE ROW NEXT TO THE STAR.

MARK AN "X" ON WHAT TOOK THE CHILDREN TO THE ZOO.

20. PUT YOUR MARKER UNDER THE ROW NEXT TO THE BALL.

MARK AN "X" ON THE ANIMALS THE CHILDREN LOOKED AT BEFORE LUNCH.

Pre-reading Skills Battery

Pilot / May 1971

Child's Name ______________________________ Date ____________

School ________________ Class ______ Teacher ________________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

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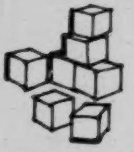
☆					
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Developed by the Center for Urban Education

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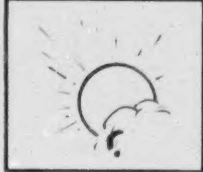
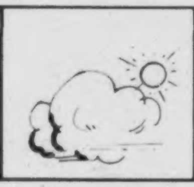
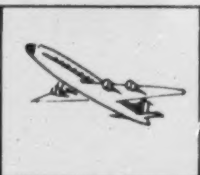
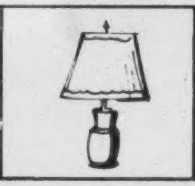
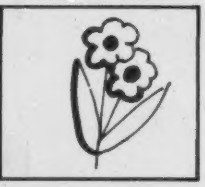

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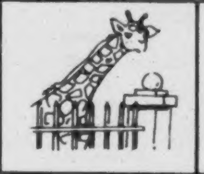
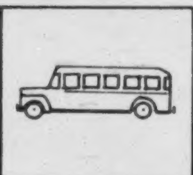
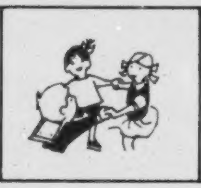
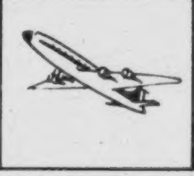
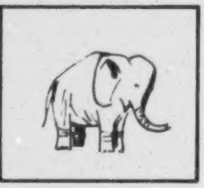

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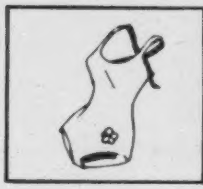
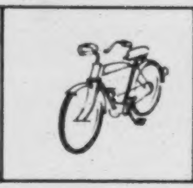
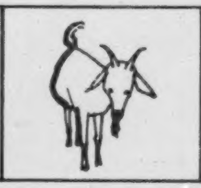
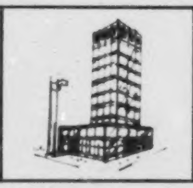
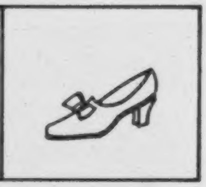

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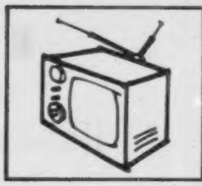
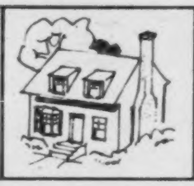
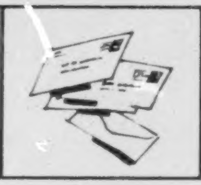
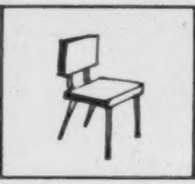
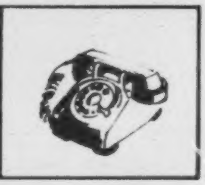

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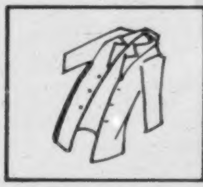
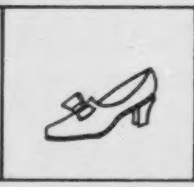
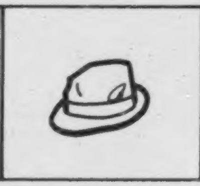
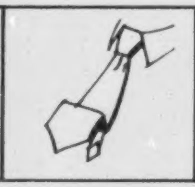
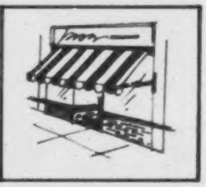

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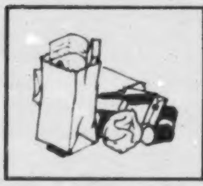
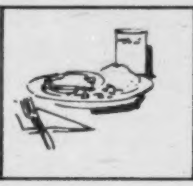
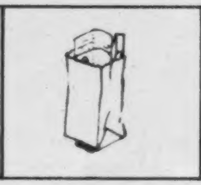
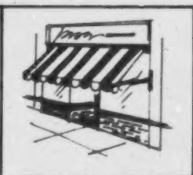
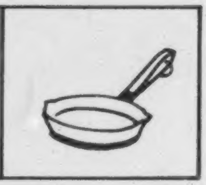

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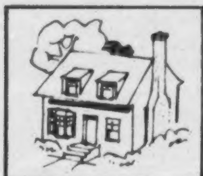
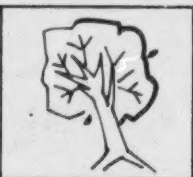
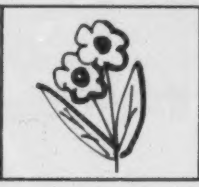
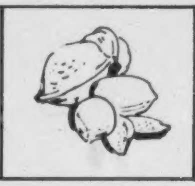
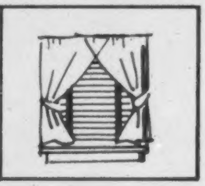

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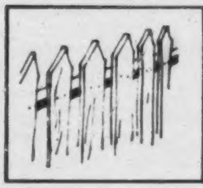
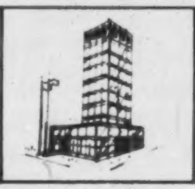
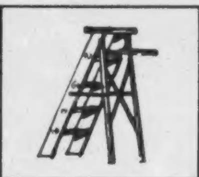
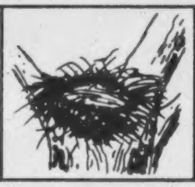
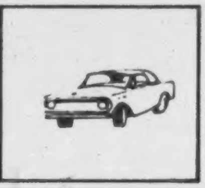

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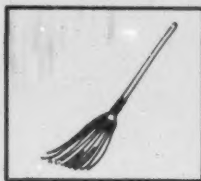
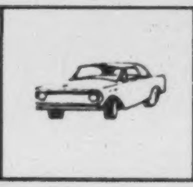
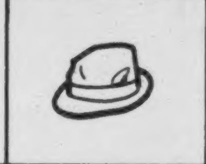
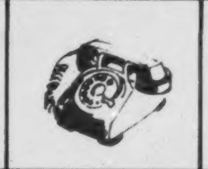
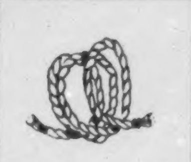

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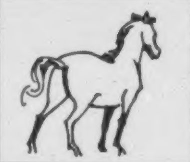
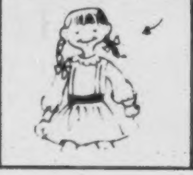
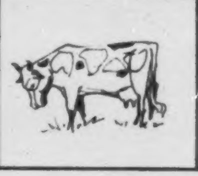
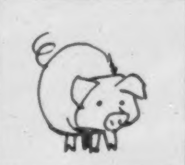
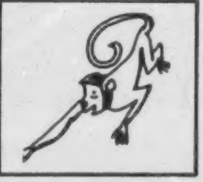

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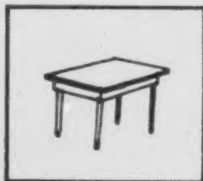
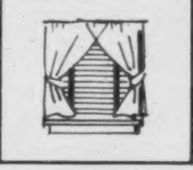
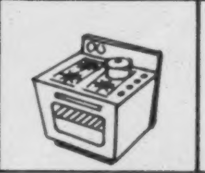
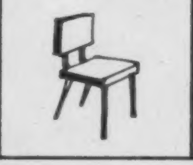
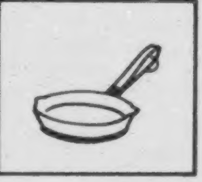

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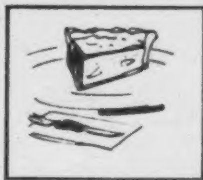
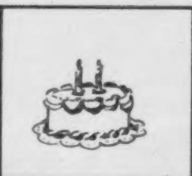
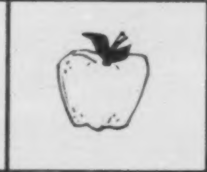
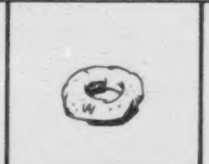
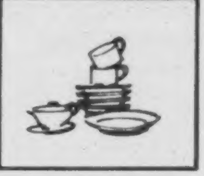

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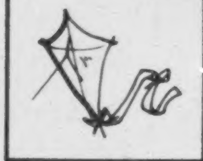
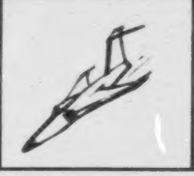
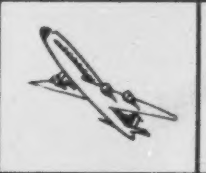
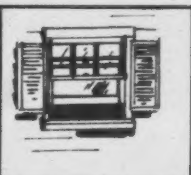
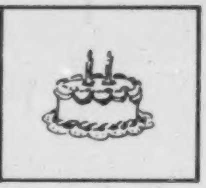

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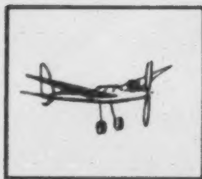
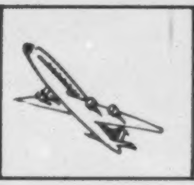
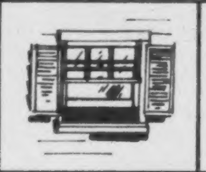
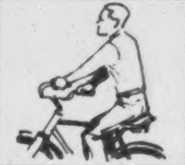
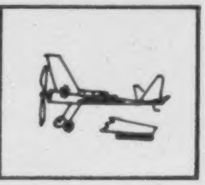

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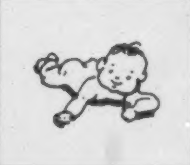
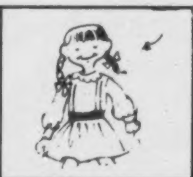
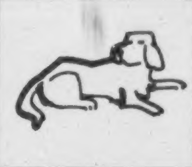
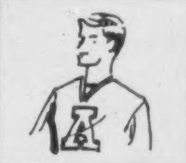
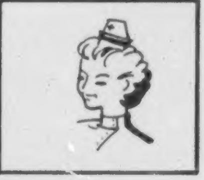

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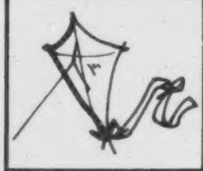
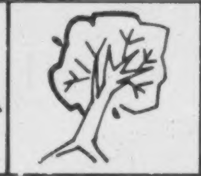
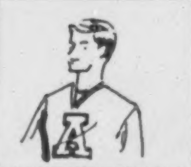
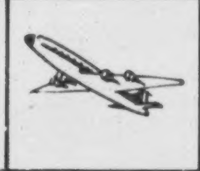
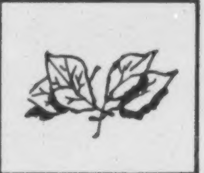

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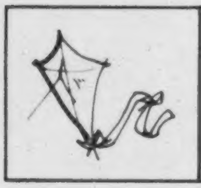
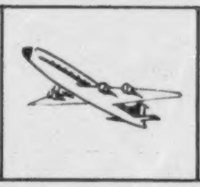
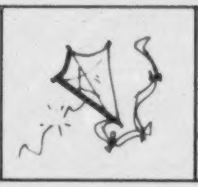
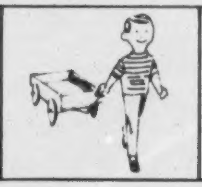
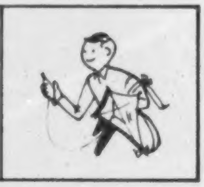

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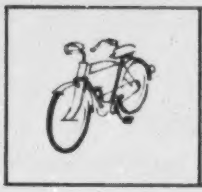
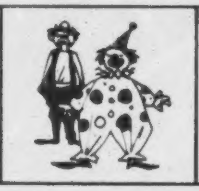
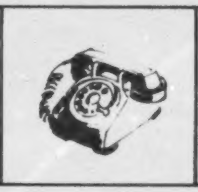
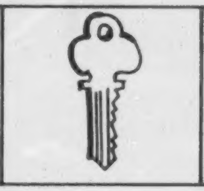
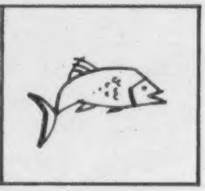

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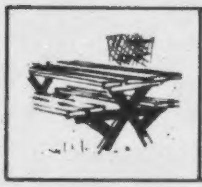
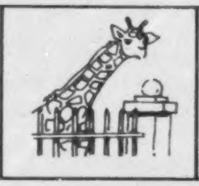
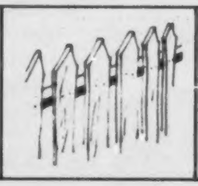
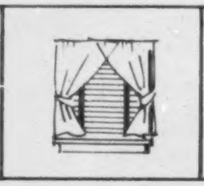
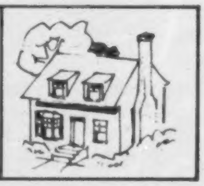

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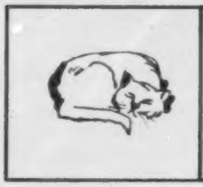
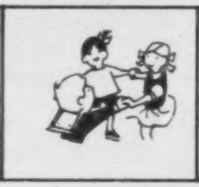
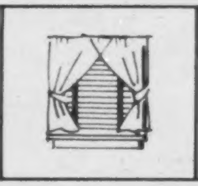
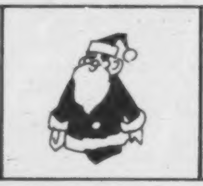
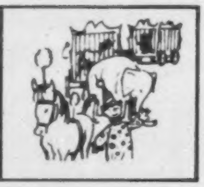

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CENTER FOR URBAN EDUCATION

Pre-Skills Battery
Pilot Testing
May, 1971

AUDITORY COMPREHENSION (White)

Directions for Administrations

MATERIAL: Child's Test Booklet\Markers

PROCEDURE

Sample A - Say,

IN THIS TEST YOU ARE GOING TO LISTEN TO SOME STORIES.

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all the children have the correct row.) I AM GOING TO READ YOU A STORY. LISTEN CAREFULLY BECAUSE I WILL ASK YOU TO MARK SOME PICTURES ABOUT THE STORY. READY?

IT IS FUN TO PLAY WITH A BALL.

NOW LOOK AT THE PICTURES. PUT YOUR FINGER ON THE PICTURE OF WHAT IT IS FUN TO PLAY WITH. (Pause.) DID YOU PUT YOUR FINGER ON THE BALL? GOOD. MARK AN "X" ON THE BALL. (Check to see that all have marked the ball.) IT IS FUN TO PLAY WITH A BALL.

Samples B and C - Say,

NOW I AM GOING TO READ YOU ANOTHER STORY. AND THIS TIME I WILL ASK YOU TWO QUESTIONS ABOUT THE STORY. FIRST, PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. (Check to see that all have the correct row.) LISTEN CAREFULLY. READY?

Auditory Comprehension (White)
Directions for Administration

CINDY WANTED TO BUY HER BIG BROTHER A BIRTHDAY PRESENT. FIRST SHE TOOK HER MONEY FROM HER BANK. THEN SHE WALKED TO THE STORE WITH HER FRIEND, WHERE SHE BOUGHT HER BROTHER SOME SOCKS.

NOW MARK AN "X" ON THE PICTURE OF WHO CINDY WANTED TO BUY A PRESENT FOR. (Pause.) DID YOU MARK AN "X" ON THE PICTURE OF THE BIG BOY HERE? GOOD. THAT IS A PICTURE OF CINDY'S BIG BROTHER. (Check to see that all have marked the correct picture.)

NOW PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. MARK AN "X" ON WHAT CINDY BOUGHT AT THE STORE. (Pause.) DID YOU MARK AN "X" ON THE SOCKS? GOOD. CINDY BOUGHT SOCKS FOR HER BIG BROTHER. (Check to see that all have marked the correct picture.

Give the children as much help as needed with the samples, so that all understand the test procedure before starting the items below.

Item 1 - Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page on the inside cover.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR. LISTEN CAREFULLY WHILE I READ YOU A STORY. READY?

1. THE SUN IS SHINNING TODAY.

MARK AN "X" ON WHAT IS SHINING.

Do not help the children with this or any subsequent items.

Auditory Comprehension (White)
Directions for Administration

2. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL.

LISTEN CAREFULLY. READY?

ON WEDNESDAY THE CLASS RODE IN A BUS TO THE CIRCUS.

MARK AN "X" ON WHAT THE CLASS RODE IN.

3. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW.

LISTEN CAREFULLY. READY?

MARTHA PUT ON HER COAT TO GO OUTSIDE TO PLAY.

MARK AN "X" ON WHAT MARTHA WORE TO GO OUTSIDE.

4. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR.

LISTEN CAREFULLY. READY?

RALPH CALLED HIS MOTHER ON THE TELEPHONE.

MARK AN "X" ON WHAT RALPH USED TO CALL HIS MOTHER.

5. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL.

LISTEN CAREFULLY. READY?

EDWARD'S FATHER TOOK HIM TO THE STORE TO BUY SOME NEW CLOTHES. THEY BOUGHT SOME SHOES AND A COAT. ON THE WAY OUT OF THE STORE THEY BOUGHT A PRETTY TIE.

MARK AN "X' ON WHAT THEY BOUGHT LAST.

6. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW.

LISTEN CAREFULLY. READY?

HENRY WENT TO THE STORE TO BUY SOME FOOD FOR HIS MOTHER. IT WAS SNOWING HARD. HENRY FELL ON THE ICE ON THE WAY HOME.

MARK AN "X" ON WHAT HAPPENED TO THE FOOD.

Auditory Comprehension (White)
Directions for Administration

7. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR. LISTEN CAREFULLY BECAUSE I WILL ASK YOU TWO QUESTIONS ABOUT THIS STORY. READY?

SOMETIMES SQUIRRELS LIVE IN THE PARK. A SQUIRREL'S NEST IS HIGH IN A TREE WHERE THE BABY SQUIRRELS ARE BORN. THE BABIES LIVE IN THE NEST UNTIL THEY ARE OLD ENOUGH TO LEAVE IT. THEN THEY COME DOWN TO THE GROUND.

MARK AN "X" ON WHERE THE SQUIRREL'S NEST IS.

8. PUT YOUR MARKER UNDER THE ROW NEXT TO THE BALL. MARK AN "X" ON WHAT THE SQUIRRELS LEAVE WHEN THEY ARE OLD ENOUGH.

9. NOW GO TO THE NEXT PAGE. (Make sure that all children have turned to the correct page on the inside of the booklet.) PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES NEXT TO THE ARROW. LISTEN CAREFULLY. READY?

COWBOYS IN THE WEST RIDE HORSES ALL DAY LONG. THEY WATCH THEIR COWS TO SEE THAT NOTHING HAPPENS TO THEM. SOMETIMES THEY CATCH A BABY COW WHO HAS RUN AWAY BY THROWING A ROPE AROUND HIM. THEN THEY TAKE THE BABY BACK TO HIS MOTHER.

MARK AN "X" ON WHAT THE COWBOYS USE TO CATCH A BABY WHO HAS RUN AWAY.

10. PUT YOUR MARKER UNDER THE ROW NEXT TO THE STAR. MARK AN "X" ON THE MOTHER OF THE BABY WHO HAS RUN AWAY.

Auditory Comprehension (White)
Direction for Administration

11. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL.

LISTEN CAREFULLY. READY?

WHEN TOM'S MOTHER BAKES AN APPLE PIE SHE MIXES THE PIE CRUST IN A BOWL. THEN SHE PUTS IT IN A PIE PAN, PUTS THE APPLES AND SUGAR IN, AND BAKES THE PIE IN THE STOVE.

TOM ALWAYS WAITS NEAR THE STOVE SO HE CAN HAVE A PIECE OF PIE WHEN IT HAS FINISHED BAKING.

MARK AN "X" ON WHERE THE PIE GOES AFTER TOM'S MOTHER PUTS THE APPLES IN.

12. PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. MARK AN "X" ON WHAT TOM HAS AFTER IT HAS FINISHED BAKING.

13. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR.

LISTEN CAREFULLY. READY?

JERRY GOT A TOY AIRPLANE FOR HIS BIRTHDAY. HE SAW HIS FRIEND MAX OUTSIDE, SO HE OPENED THE WINDOW TO SHOW HIM THE AIRPLANE. IT FELL OUT OF THE WINDOW, AND JERRY STARTED TO CRY BECAUSE HE KNEW IT WOULD CRASH INTO THE GROUND. BUT MAX CAUGHT THE AIRPLANE AND RAN INTO THE HOUSE TO BRING IT BACK TO JERRY.

MARK AN "X" ON WHAT HAPPENED TO THE AIRPLANE AFTER JERRY OPENED THE WINDOW.

14. PUT YOUR MARKER UNDER THE ROW NEXT TO THE BALL.

MARK AN "X" ON HOW THE AIRPLANE WOULD LOOK IF IT CRASHED INTO THE GROUND.

Auditory Comprehension
Directions for Administration

15. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. LISTEN CAREFULLY, BECAUSE I WILL ASK YOU THREE QUESTIONS ABOUT THIS STORY. READY?

ONE WINDY DAY ANTHONY WENT TO THE PARK WITH HIS BIG BROTHER TO FLY THEIR KITE, WHICH LOOKED LIKE A BIG BIRD. THEY FLEW THE KITE ALL MORNING. WHEN ANTHONY'S BROTHER TRIED TO BRING THE KITE DOWN, THE STRING BROKE. THE KITE WENT HIGH IN THE SKY, AND ANTHONY WATCHED IT GET SMALLER AND SMALLER UNTIL HE COULD NOT SEE IT AT ALL.

MARK AN "X" ON WHO HELPED ANTHONY FLY THE KITE.

16. PUT YOUR MARKER UNDER THE ROW NEXT TO THE STAR.

MARK AN "X" ON WHAT ANTHONY AND HIS BROTHER LOST IN THE PARK.

(Have the children turn to the back page as quickly as possible to keep the continuity of the story.)

17. PUT YOUR MARKER UNDER THE ROW NEXT TO THE BALL.

MARK AN "X" ON WHAT HAPPENED WHEN ANTHONY'S BROTHER TRIED TO BRING THE KITE DOWN.

Auditory Comprehension (White)
Direction for Administration

18. PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW.

LISTEN CAREFULLY. READY?

ONE DAY MR. WRIGHT WAS READING A BOOK TO HIS CLASS, WHEN ALL OF A SUDDEN THE CHILDREN HEARD SOME MUSIC OUTSIDE . THE MUSIC GOT LOUDER AND LOUDER, AND THEY ALL RAN TO THE WINDOW TO SEE WHAT WAS HAPPENING. MR. WRIGHT SAID, "LOOK, CHILDREN, WHAT A SURPRISE! IT LOOKS JUST LIKE OUR STORY!" A CIRCUS PARADE WAS COMING DOWN THE STREET, RIGHT PAST THE SCHOOL. THE CHILDREN WATCHED THE ELEPHANTS AND THE CLOWNS GO BY UNTIL THE PARADE WAS GONE. THEN THEY WENT BACK TO LISTEN TO MR. WRIGHT FINISH READING THE STORY.

MARK AN "X" ON SOMETHING THE CHILDREN SAW IN THE CIRCUS PARADE.

19. PUT YOUR MARKER UNDER THE ROW NEXT TO THE STAR.

MARK AN "X" ON WHERE THE CHILDREN WENT WHEN THEY HEARD THE MUSIC.

20. PUT YOUR MARKER UNDER THE ROW NEXT TO THE BALL.

MARK AN "X" ON WHAT MR. WRIGHT'S STORY WAS ABOUT.

Pre-reading Skills Battery

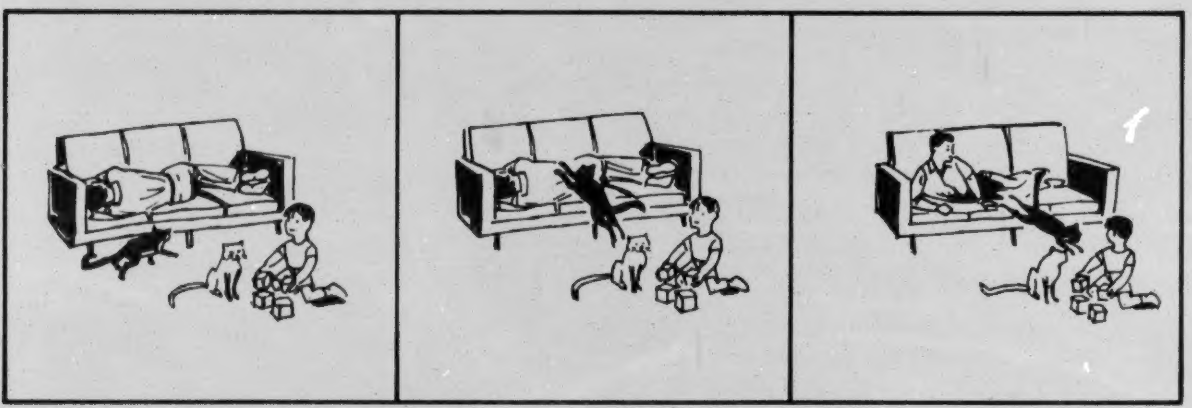
Pilot / May 1971

Child's Name ______________________________ Date __________

School ________________ Class _____ Teacher ____________________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

Visual Comprehension



Developed by the Center for Urban Education

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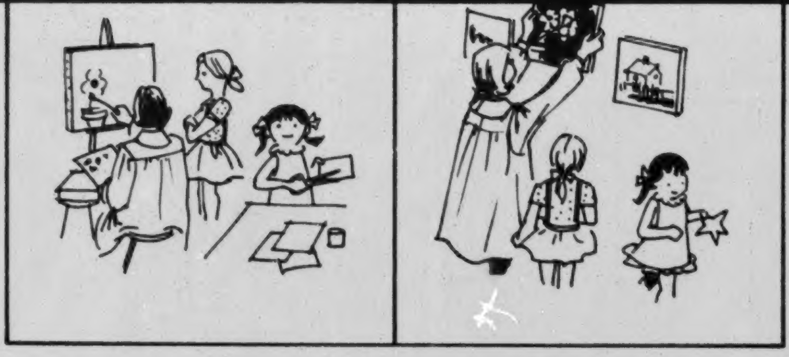

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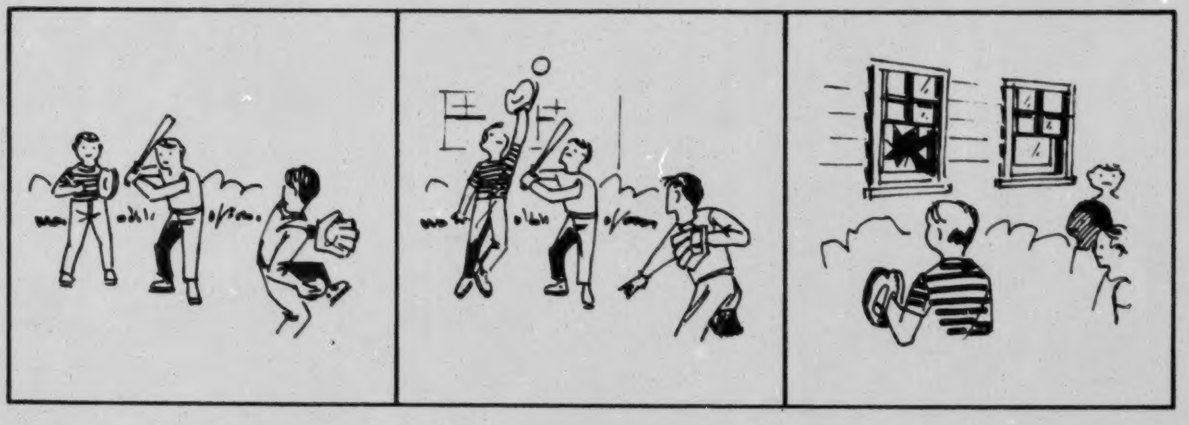

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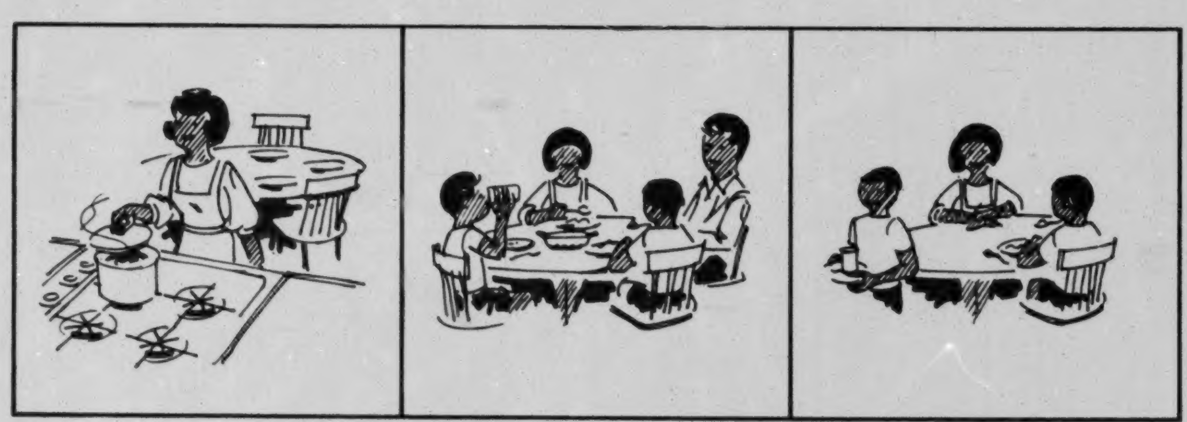

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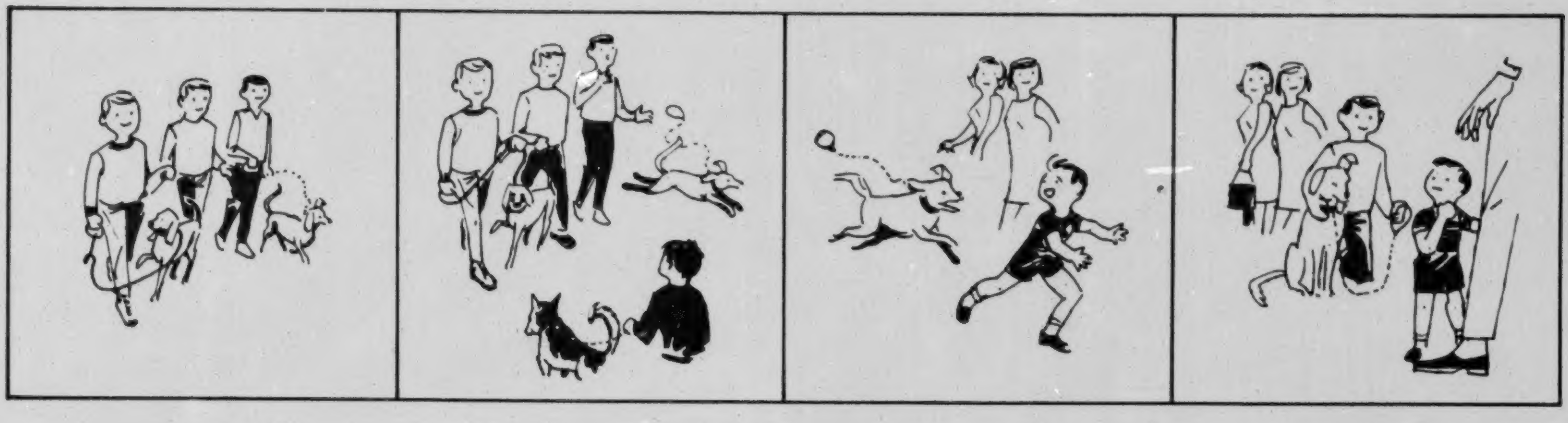

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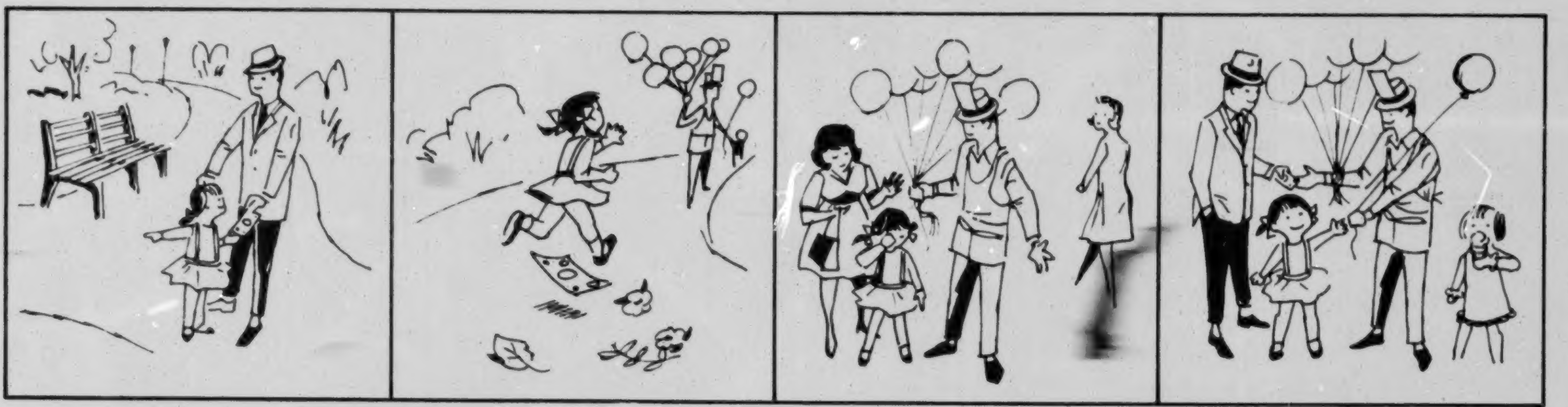

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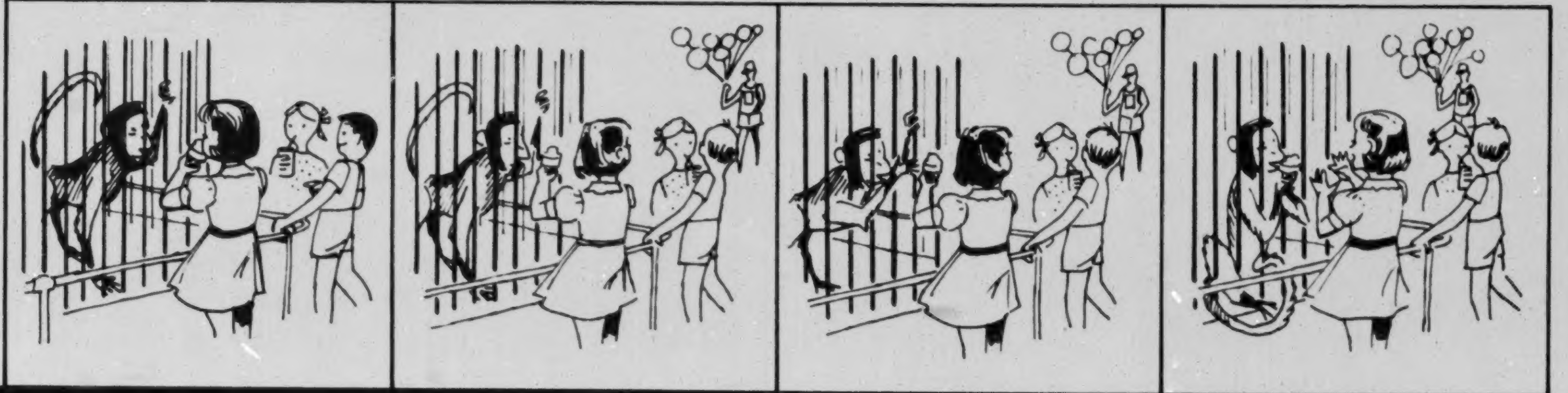

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CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

VISUAL COMPREHENSION (Gray)

Directions for Administration

MATERIAL: Child's Test Booklet/Markers

PROCEDURE:

Samples - Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME PICTURE STORIES.

PUT YOUR MARKERS UNDER THE ROW OF PICTURES. THERE IS A STAR NEXT TO THE ROW. (Check to see that all children have their markers in the correct place.) THE STORY STARTS OVER HERE, THEN GOES HERE, AND THEN HERE. (Hold up the test booklet and point to each box in the proper order.)

Box A - Say,

NOW PUT YOUR FINGER ON THE FIRST BOX. (Point.) LOOK AT THE PICTURE IN THIS BOX. IT SHOWS SOME PEOPLE AND SOME ANIMALS. LET'S SEE IF YOU CAN FIND WHO IS SLEEPING IN THIS PICTURE. ARE THE CATS SLEEPING? NO, THEY ARE NOT. IS THE LITTLE BOY SLEEPING? NO, HE IS NOT. IS THE MAN SLEEPING? YES, THE MAN IS SLEEPING. NOW MARK AN "X" ON WHO IS SLEEPING IN THE FIRST PICTURE. (Pause.) DID YOU ALL MARK AN "X" ON THE MAN HERE. (demonstrate) GOOD. BE SURE TO MARK AN "X" ONLY ON THE MAN TO SHOW THAT HE IS THE ONE WHO IS SLEEPING. DON'T MARK AN "X" ON ANYTHING ELSE. (Check carefully to see that all have marked the correct response in the correct box.)

Box B - Say,

NOW PUT YOUR FINGER ON THE NEXT PICTURE. (Point.) THE PICTURE IN THIS BOX SHOWS THE SAME PEOPLE AND ANIMALS, BUT SOMETHING HAS HAPPENED. CAN YOU SEE WHO IS JUMPING UP ON TOP OF THE MAN? MARK AN "X" ON WHO IS JUMPING UP ON TOP OF THE MAN. (Pause.) Then hold up test booklet to point out correct answer.) DID YOU ALL MARK AN "X" ON THIS CAT? GOOD. THIS CAT IS JUMPING UP ON TOP OF THE MAN. Check to see that all have marked the correct response.)

Box C - Say,

NOW LET'S SEE WHAT HAPPENS IN THE LAST PICTURE. PUT YOUR FINGER ON THE LAST BOX. (Point.) MARK AN "X" ON WHO IS WAKING UP. (Pause.) DID YOU MARK AN "X" ON THE MAN? GOOD. (Check to see that all have marked the correct response in the correct box.)

Give the children as much help as needed with the samples, so that all understand the test procedure before starting the items below. Do not help the children with the test items.

Test Items

Story 1 (2 boxes) - Say,

NOW TURN THE PAGE. (Make sure that the children have the correct page and that the page is turned horizontally.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR. THIS STORY STARTS HERE, AND THEN GOES HERE. (Point.)

Visual Comprehension - (Gray)
Directions for Administration

Box 1

PUT YOUR FINGER ON THE FIRST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE PERSON WHO IS PAINTING A PICTURE.

Box 2

PUT YOUR FINGER ON THE LAST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE PICTURE THAT THE PERSON FINISHED PAINTING.

Story 2 (3 boxes) - Say,

NOW PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. THIS STORY STARTS HERE, AND THEN GOES HERE, AND THEN HERE. (Point.)

Box 1 -

PUT YOUR FINGER ON THE FIRST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE BOY WHO IS THROWING THE BALL.

Box 2

PUT YOUR FINGER ON THE NEXT BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE BOY WHO IS TRYING TO CATCH THE BALL.

Box 3

PUT YOUR FINGER ON THE LAST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON WHERE THE BALL WENT.

Visual Comprehension - (Gray)
Directions for Administration

Story 3 (3 boxes) - Say,

NOW PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. THIS STORY STARTS HERE, AND THEN GOES HERE, AND THEN HERE. (Point)

Box 1 -

PUT YOUR FINGER ON THE FIRST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON WHAT MOTHER IS COOKING.

Box 2

PUT YOUR FINGER ON THE NEXT BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE PERSON WHO IS DRINKING MILK.

Box 3

PUT YOUR FINGER ON THE LAST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE PERSON WHO IS NOT FINISHED EATING.

Story 4 (4 boxes) Say,

NOW TURN THE PAGE. (Make sure that all children have turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR. THIS STORY STARTS HERE, THEN GOES HERE, THEN HERE, AND THEN HERE. (Point.)

Visual Comprehension - (Gray)
Directions for Administration

Box 1

PUT YOUR FINGER ON THE FIRST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE BOY WHO DOES NOT HAVE A DOG.

Box 2

PUT YOUR FINGER ON THE NEXT BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE DOG WHO IS RUNNING AWAY.

Box 3

PUT YOUR FINGER ON THE NEXT BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE PERSON WHO IS AFRAID OF THE DOG.

Box 4

PUT YOUR FINGER ON THE LAST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE PERSON WHO CAUGHT THE DOG.

Story 5 (4 boxes) Say,

NOW PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. THIS STORY STARTS HERE, THEN GOES HERE, THEN HERE, AND THEN HERE. (Point.)

Visual Comprehension - (Gray)
Directions for Administration

Box 1

PUT YOUR FINGER ON THE FIRST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY MARK AN "X" ON THE PERSON WHO WANTS TO BUY SOMETHING.

Box 2

PUT YOUR FINGER ON THE NEXT BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON WHAT THE LITTLE GIRL IS LOSING.

Box 3

PUT YOUR FINGER ON THE NEXT BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE PERSON WHO IS TRYING TO MAKE THE LITTLE GIRL FEEL BETTER.

Box 4

PUT YOUR FINGER ON THE LAST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON WHAT THE LITTLE GIRL IS GOING TO GET.

Story 6 (4 boxes) - Say,

NOW PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. THIS STORY STARTS HERE, THEN GOES HERE, THEN HERE, AND THEN HERE. (Point.)

Box 1

PUT YOUR FINGER ON THE FIRST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON WHO IS EATING ICE CREAM.

Visual Comprehension (Gray)
Directions for Administration

Box 2

PUT YOUR FINGER ON THE NEXT BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON WHAT MADE THE GIRL TURN AROUND.

Box 3

PUT YOUR FINGER ON THE NEXT BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON WHO IS GOING TO GET THE ICE CREAM CONE.

Box 4

PUT YOUR FINGER ON THE LAST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON WHO IS SURPRISED.

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Pre-reading Skills Battery

Pilot / May 1971

Child's Name ________________ Date ________

School ____________ Class ____ Teacher ____________

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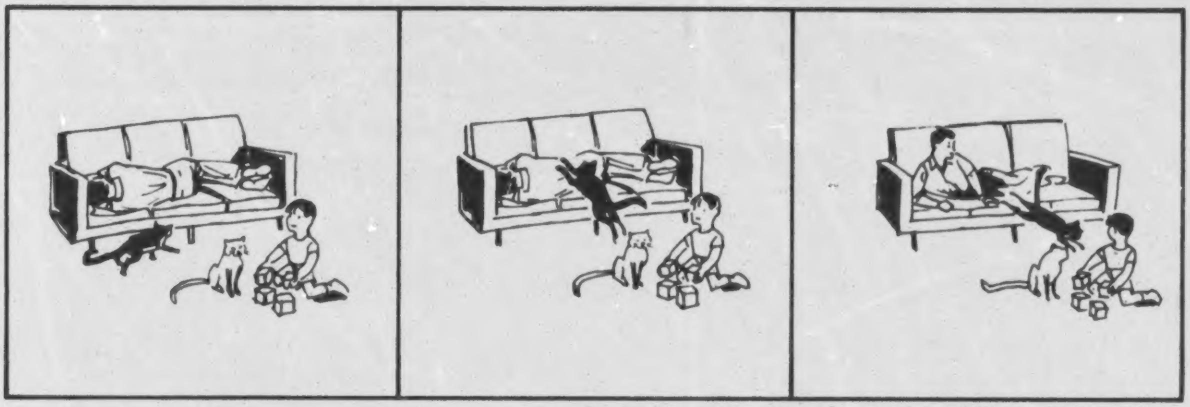
School	Class	Child	Ethnic	SES	Sex	Test	

Visual Comprehension



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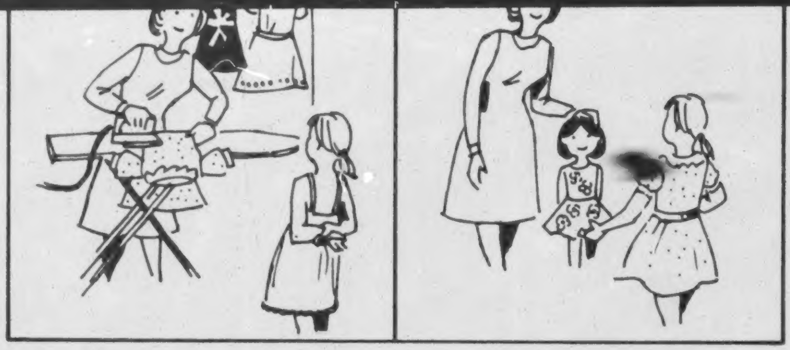

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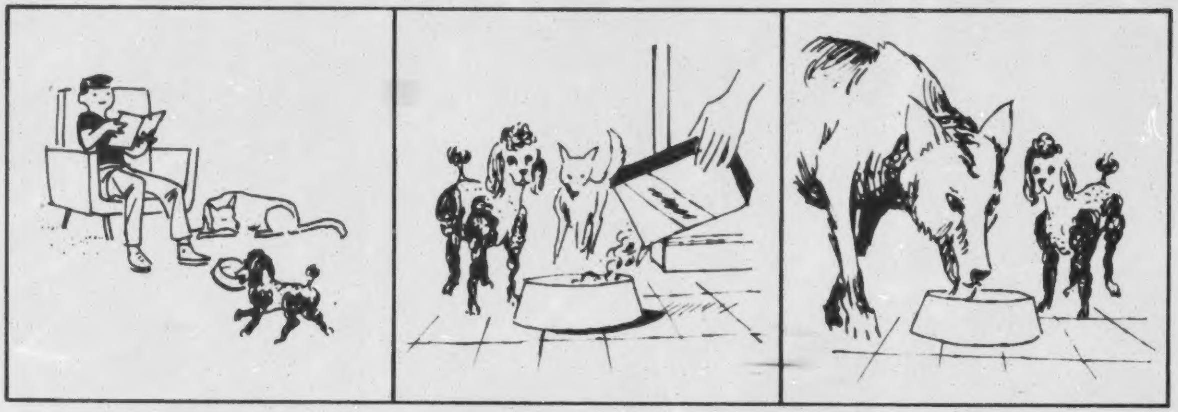

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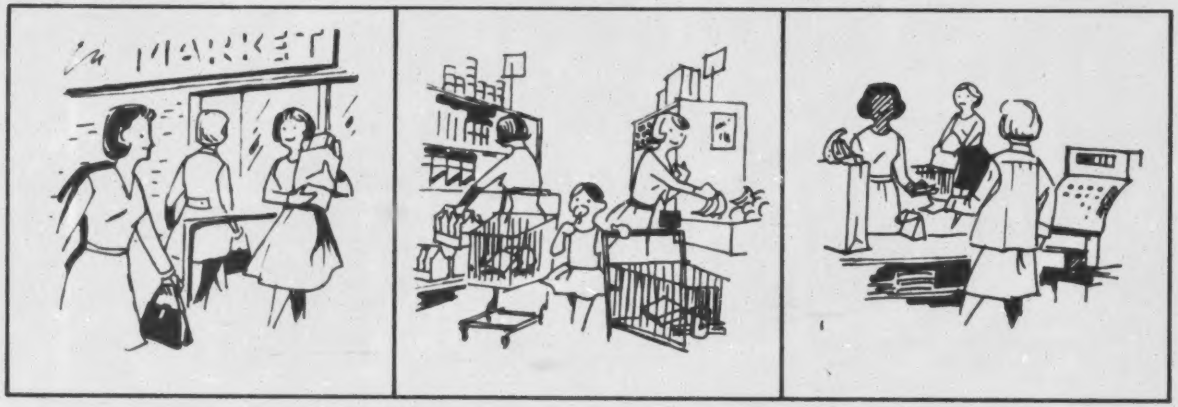

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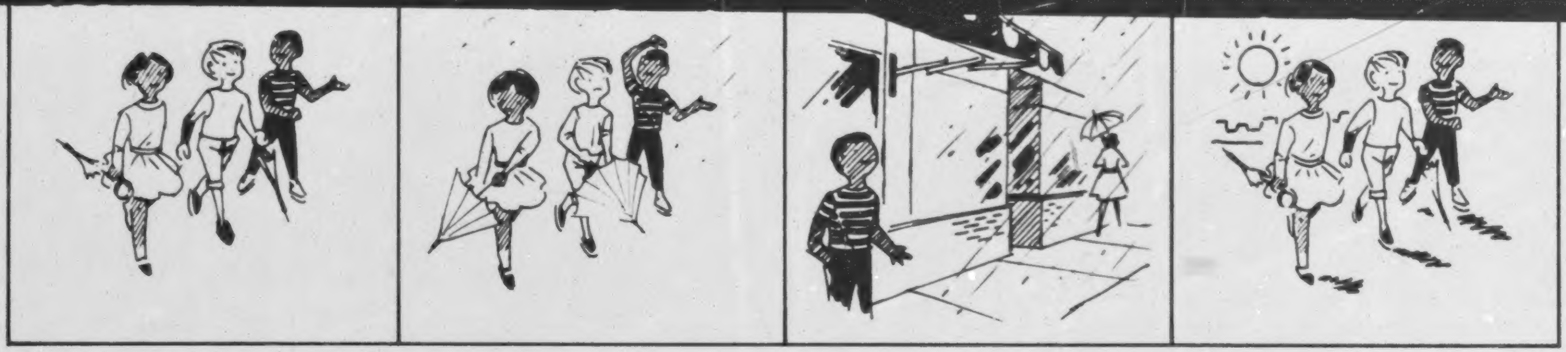

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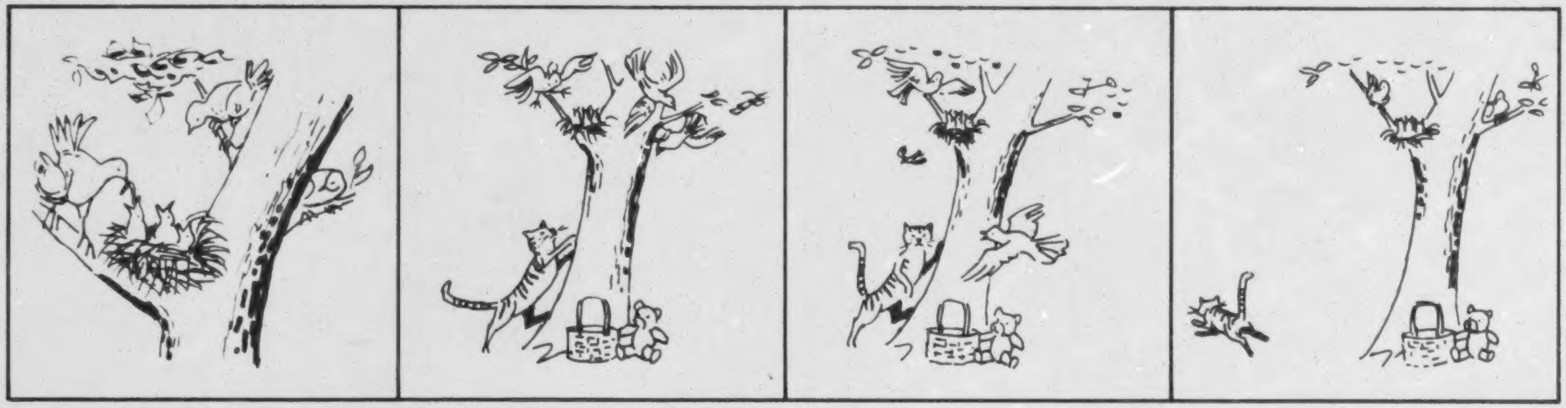

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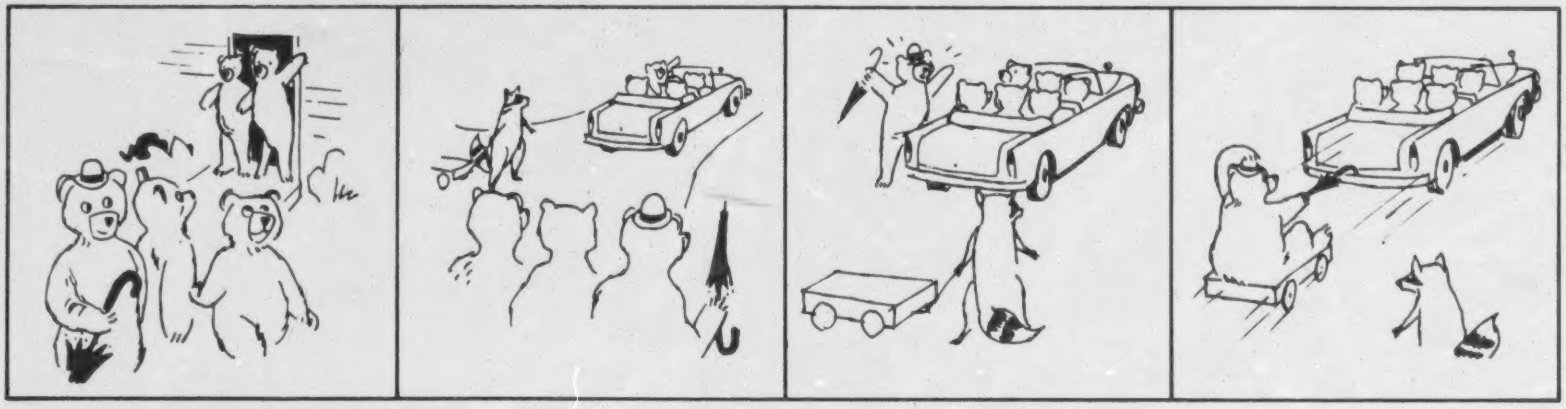

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CENTER FOR URBAN EDUCATION

VISUAL COMPREHENSION (White)

Pre-Reading Skills Battery
Pilot Testing
May, 1971

MATERIAL: Child's Test Booklet/Markers

PROCEDURE:

Samples Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME PICTURE STORIES.

PUT YOUR MARKERS UNDER THE ROW OF PICTURES. THERE IS A STAR NEXT TO THE ROW. (Check to see that all children have their markers in the correct place.) THE STORY STARTS OVER HERE, THEN GOES HERE, AND THEN HERE, (Hold up the test booklet and point to each box in the proper order.)

Box A - Say,

NOW PUT YOUR FINGER ON THE FIRST BOX. (Point.) LOOK AT THE PICTURE IN THIS BOX. IT SHOWS SOME PEOPLE AND SOME ANIMALS. LET'S SEE IF YOU CAN FIND WHO IS SLEEPING IN THIS PICTURE. ARE THE CATS SLEEPING? NO, THEY ARE NOT. IS THE LITTLE BOY SLEEPING? NO, HE IS NOT. IS THE MAN SLEEPING? YES, THE MAN IS SLEEPING. NOW MARK AN "X" ON WHO IS SLEEPING IN THE FIRST PICTURE. (Pause.) DID YOU ALL MARK AN "X" ON THE MAN HERE? (demonstrate) GOOD. BE SURE TO MARK AN "X" ONLY ON THE MAN TO SHOW THAT HE IS THE ONE WHO IS SLEEPING. DON'T MARK AN "X" ON ANYTHING ELSE. (Check carefully to see that all have marked the correct response in the correct box.)

Visual Comprehension (White)
Directions for Administration

Box B - Say,

NOW PUT YOUR FINGER ON THE NEXT PICTURE. (Point.) THE PICTURE IN THIS BOX SHOWS THE SAME PEOPLE AND ANIMALS, BUT SOMETHING HAS HAPPENED. CAN YOU SEE WHO IS JUMPING UP ON TOP OF THE MAN? MARK AN "X" ON WHO IS JUMPING UP ON TOP OF THE MAN. (Pause.) Then hold up test booklet to point out correct answer.) DID YOU ALL MARK AN "X" ON THIS CAT? GOOD. THIS CAT IS JUMPING UP ON TOP OF THE MAN. (Check to see that all have marked the correct response.)

Box C Say,

NOW LET'S SEE WHAT HAPPENS IN THE LAST PICTURE. PUT YOUR FINGER ON THE LAST BOX. (Point.) MARK AN "X" ON WHO IS WAKING UP. (Pause.) DID YOU MARK AN "X" ON THE MAN" GOOD. (Check to see that all have marked the correct response in the correct box.)

Give the children as much help as needed with the samples, so that all understand the test procedure before starting the items below. Do not help the children with the test items.

Test Items

Story 1 (2 boxes) - Say,

NOW TURN THE PAGE. (Make sure that children have the correct page and that the page is turned horizontally.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR. THIS STORY STARTS HERE, AND THEN GOES HERE. (Point.)

Visual Comprehension (White)
Directions for Administration

Box 1

PUT YOUR FINGER ON THE FIRST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE DRESS THAT MOTHER IS IRONING.

Box 2

PUT YOUR FINGER ON THE LAST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE GIRL WHO IS WEARING THE DRESS THAT MOTHER JUST FINISHED IRONING.

Story 2 (3 boxes) - Say,

NOW PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. THIS STORY STARTS HERE, THEN GOES HERE, AND THEN HERE. (Point.)

Box 1

PUT YOUR FINGER ON THE FIRST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE DOG WHO IS HUNGRY.

Box 2

PUT YOUR FINGER ON THE NEXT BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE DOG'S FOOD.

Box 3

PUT YOUR FINGER ON THE LAST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE DOG WHO DIDN'T GET ANY SUPPER.

Visual Comprehension (White)
Directions for Administration

Story 3 (3 boxes) - Say,

NOW PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. THIS STORY STARTS HERE, THEN GOES HERE, AND THEN HERE. (Point.)

Box 1

PUT YOUR FINGER ON THE FIRST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE PERSON WHO IS GOING INTO THE STORE.

Box 2

PUT YOUR FINGER ON THE NEXT BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE PERSON WHO IS BUYING BANANAS.

Box 3

PUT YOUR FINGER ON THE LAST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE PERSON WHO IS PAYING FOR THE GROCERIES.

Story 4 (4 boxes) Say,

NOW TURN THE PAGE. (Make sure that all children have turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR. THIS STORY STARTS HERE, THLN GOES HERE, THEN HERE, AND THEN HERE. (Point.)

Visual Comprehension (White)
Directions for Administration

Box 1

PUT YOUR FINGER ON THE FIRST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE CHILD WHO IS GOING TO GET WET IF IT RAINS.

Box 2

PUT YOUR FINGER ON THE NEXT BOX. (Point) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON WHAT MADE THE CHILDREN OPEN THEIR UMBRELLAS.

Box 3

PUT YOUR FINGER ON THE NEXT BOX. (Point.) LOOK AT THE PICUTRE CAREFULLY. MARK AN "X" ON WHAT IS KEEPING THE LITTLE BOY DRY.

Box 4

PUT YOUR FINGER ON THE LAST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON WHAT MADE THE CHILDREN CLOSE THEIR UMBRELLAS.

Story 5 (4 boxes) - Say,

NOW PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. THIS STORY STARTS HERE, THEN GOES HERE, THEN HERE, AND THEN HERE. (Point.)

Box 1

PUT YOUR FINGER ON THE FIRST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE BIRD WHO IS GETTING SOMETHING TO EAT.

Box 2

PUT YOUR FINGER ON THE NEXT BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON WHAT SCARED THE BIRDS.

Story 5 (4 boxes) (cont'd.)

Box 3

PUT YOUR FINGER ON THE NEXT BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE BIRD THAT IS CHASING THE CAT AWAY.

Box 4

PUT YOUR FINGER ON THE LAST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON WHO IS SCARED NOW.

Story 6 (4 boxes) Say,

NOW PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. THIS STORY STARTS HERE, THEN GOES HERE, THEN HERE, AND THEN HERE. (Point.)

Box 1

PUT YOUR FINGER ON THE FIRST BOX. (Point) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE BEARS WHO ARE GOING AWAY.

Box 2

PUT YOUR FINGER ON THE NEXT BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON WHAT THE BEARS ARE GOING TO RIDE IN.

Box 3

PUT YOUR FINGER ON THE NEXT BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON THE BEAR WHO CAN'T GET INTO THE CAR.

Box 4

PUT YOUR FINGER ON THE LAST BOX. (Point.) LOOK AT THE PICTURE CAREFULLY. MARK AN "X" ON WHAT THE BEAR FOUND TO RIDE IN.

VISUAL PERCEPTION

Pre-reading Skills Battery

Pilot / May 1971

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hild's Name ______________________ Date ____________

School ______________ Class ______ Teacher ______________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

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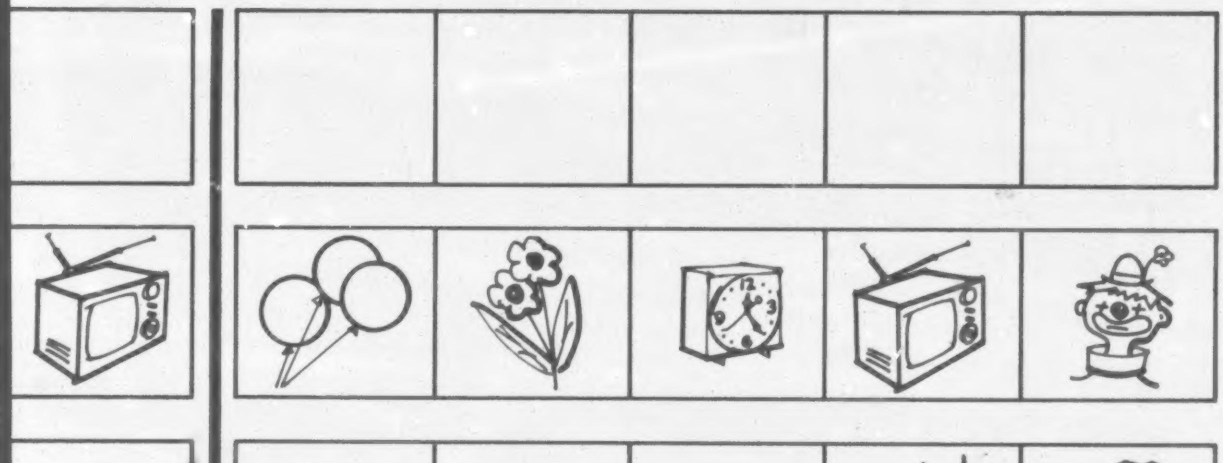

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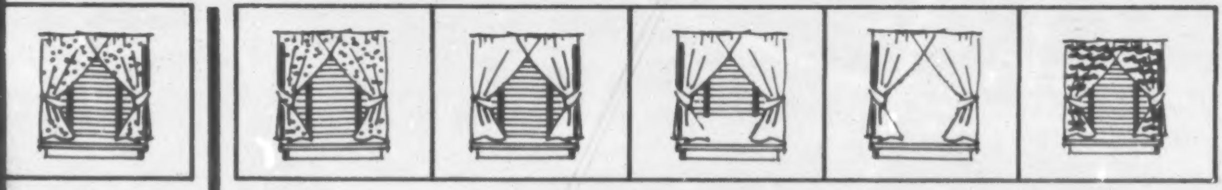

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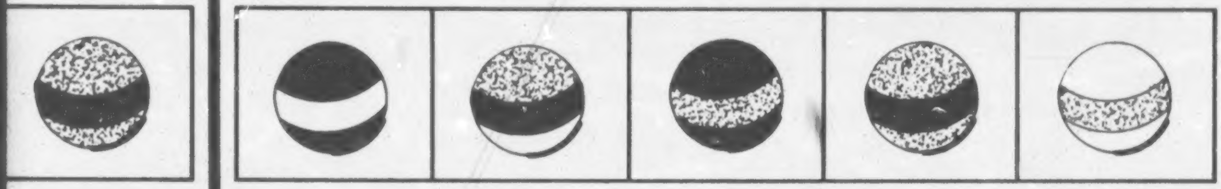

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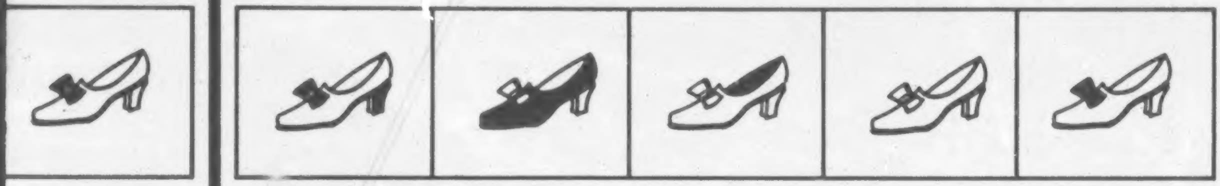

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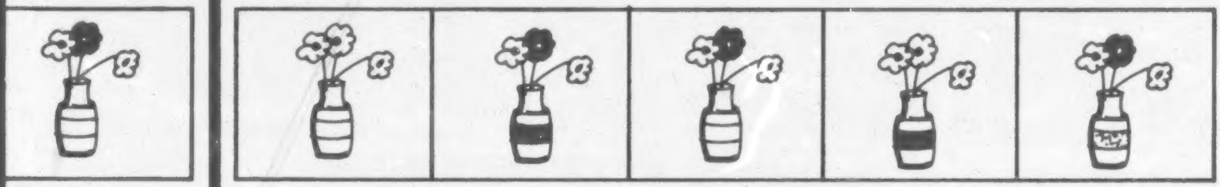

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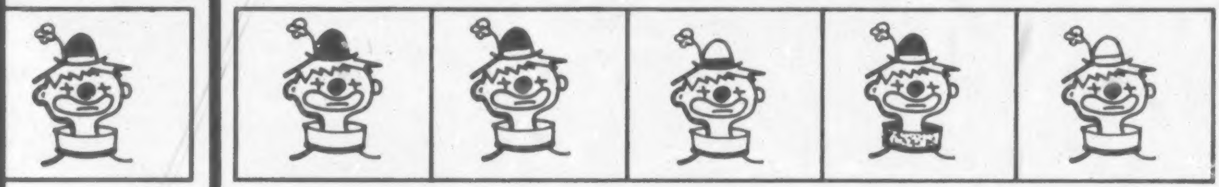

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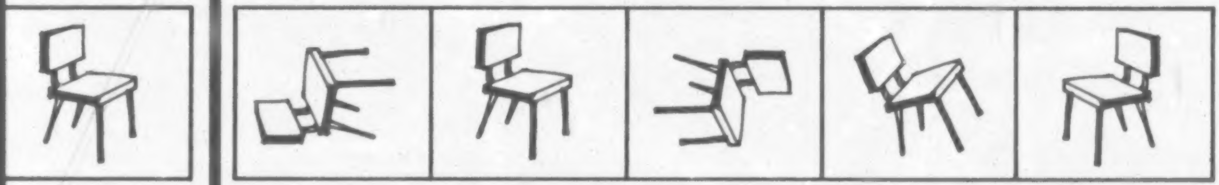

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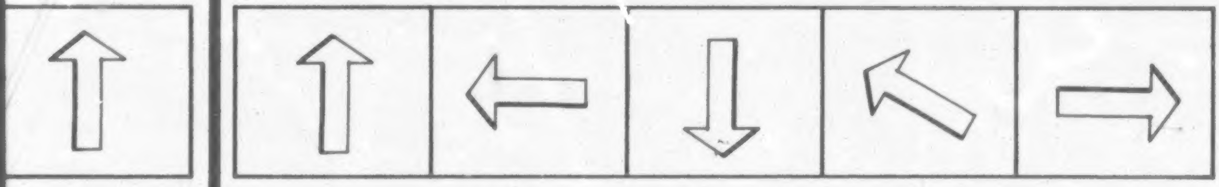

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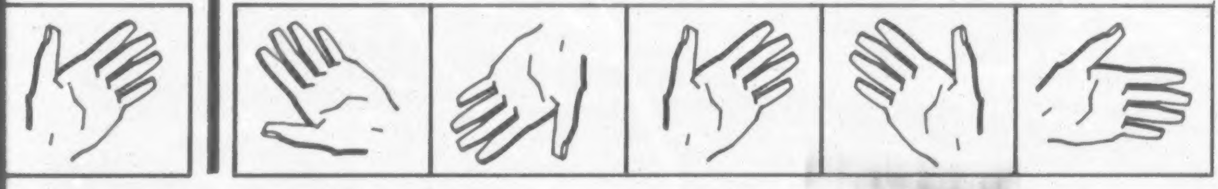

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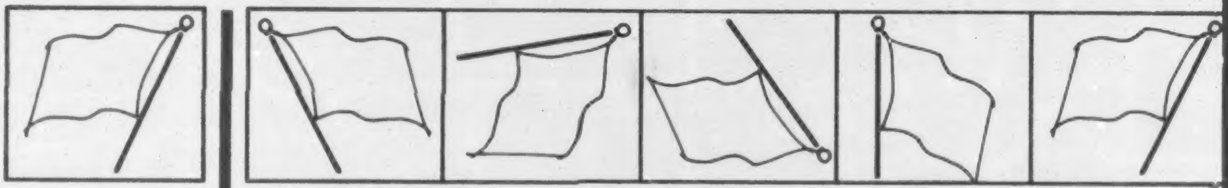

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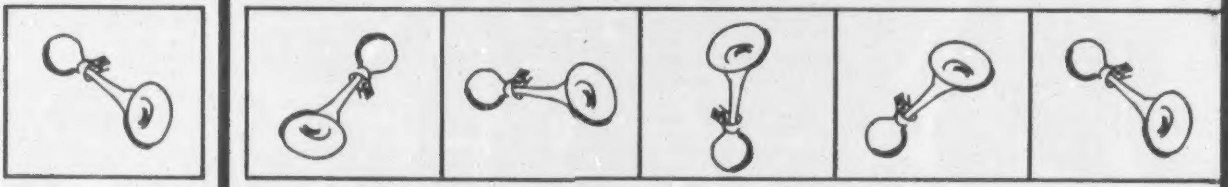

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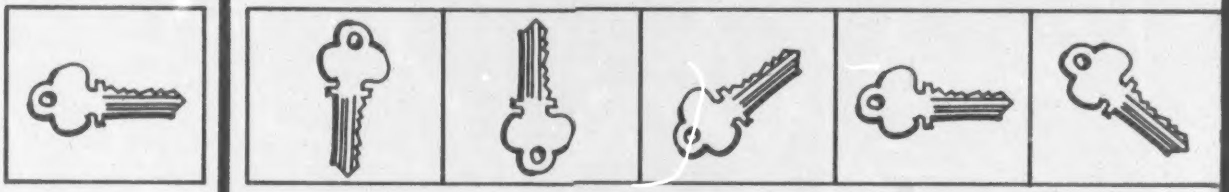

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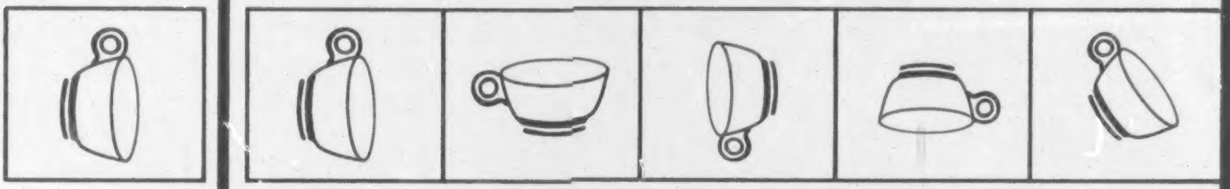

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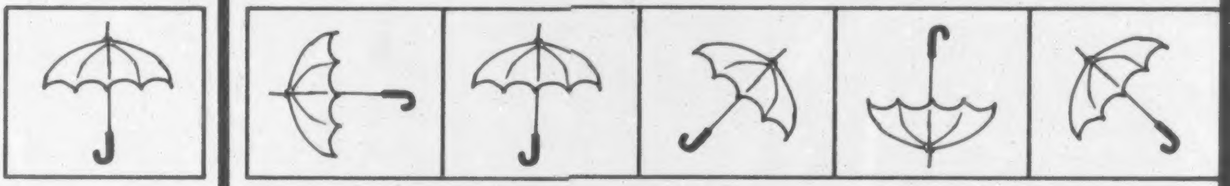

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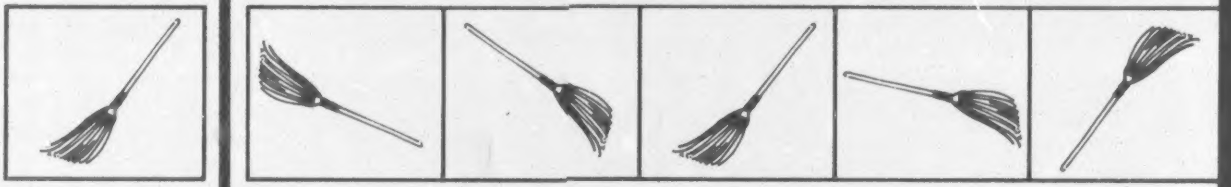

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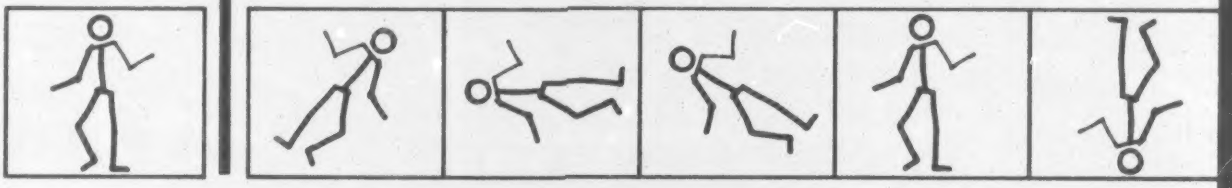

CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

PICTURE SIMILARITIES (Blue and Green)

Directions for Administration

MATERIAL: Child's Test Booklet/Markers

PROCEDURE:

Sample A- Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME PICTURES.

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) NEXT TO THE STAR THERE IS A LITTLE BOX, AND THEN SOME MORE BOXES OVER HERE IN THE SAME ROW. (Demonstrate.) THIS FIRST BOX HAS A PICTURE IN IT. PUT YOUR FINGER ON THE FIRST BOX WITH THE PICTURE IN IT. (Demonstrate.) CAN YOU FIND A PICTURE JUST LIKE THIS (Point to first box) IN THE BOXES OVER HERE? (Demonstrate.) PUT YOUR FINGER ON IT.

Check to see that all children are pointing to the second picture that is identical to the picture in the first box.

YES, THERE IS ANOTHER PICTURE OVER HERE JUST LIKE THE FIRST PICTURE. DID YOU FIND IT? (Demonstrate) GOOD. MARK AN "X" ON IT. (Check to make sure that all children have marked the correct response.)

Sample B- Say,

NOW PUT YOUR MARKER UNDER THE ROW NEXT TO THE BALL. (Check to see that all children have the correct row.) PUT YOUR FINGER ON THE FIRST BOX WITH THE PICTURE IN IT. NOW FIND ANOTHER PICTURE OVER HERE (Point) THAT IS JUST LIKE THE PICTURE IN THE FIRST BOX. PUT YOUR FINGER ON IT, JUST LIKE YOU DID BEFORE. DID YOU FIND IT?

Demonstrate and check to see that all are pointing to the same picture.

GOOD. PUT AN "X" ON THIS PICTURE BECAUSE IT IS JUST THE SAME AS THE FIRST PICTURE OVER HERE. (Demonstrate.)

Sample C- Say,

NOW PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. PUT YOUR FINGER ON THE FIRST BOX WITH A PICTURE IN IT. FIND ANOTHER PICTURE THAT IS JUST LIKE THE FIRST PICTURE. MARK AN "X" ON IT, AS YOU DID BEFORE. (Pause.) DID YOU MARK AN "X" ON THIS PICTURE? (Demonstrate.) GOOD. (Check to see that all of the children marked the correct response.) Give the children as much help as needed with the three samples, so that all understand the test procedure before starting on the items below.

Test Items

Item 1- Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the correct page.) WE ARE GOING TO MARK MORE PICTURES. PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES NEXT TO THE STAR. PUT YOUR FINGER ON THE LETTER IN THE FIRST BOX. MARK AN "X" ON THE PICTURE THAT IS JUST LIKE THE FIRST PICTURE.

Pre-Reading Skills Battery
Picture Similarities (Blue and Green)

May, 1971

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Item	Marker
2............	ball
3............	arrow
4............	star
5............	ball
6............	arrow
7............	star
8............	ball

Item 9- Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. PUT YOUR FINGER ON THE PICTURE IN THE FIRST BOX. MARK AN "X" ON ANOTHER PICTURE THAT IS JUST LIKE THE FIRST PICTURE.

Use the above format for each of the items below.

Item	Marker
10.............	star
11.............	ball
12.............	arrow
13.............	star
14.............	ball
15.............	arrow

Pre-reading Skills Battery

Pilot / May 1971

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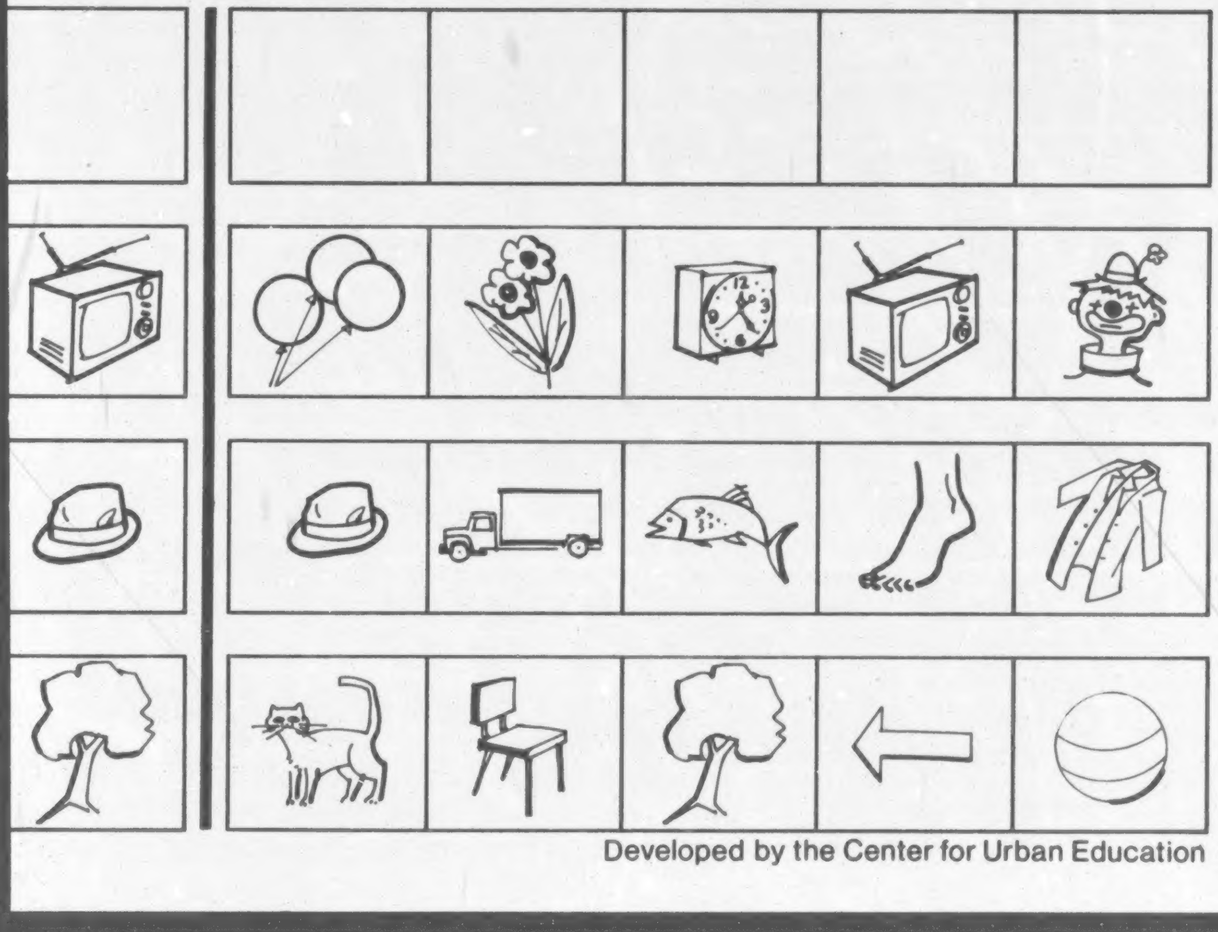
hild's Name ____________________ Date __________

chool ______________ Class ____ Teacher ______________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

Picture Similarities



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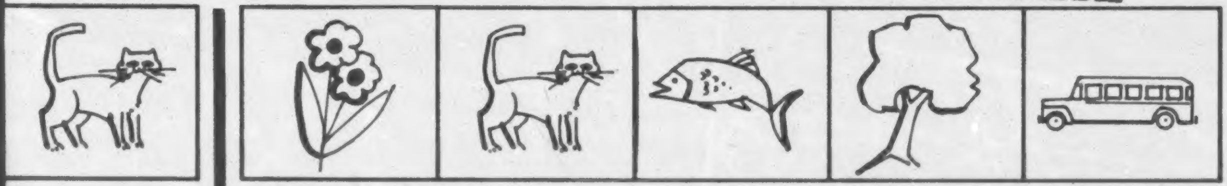

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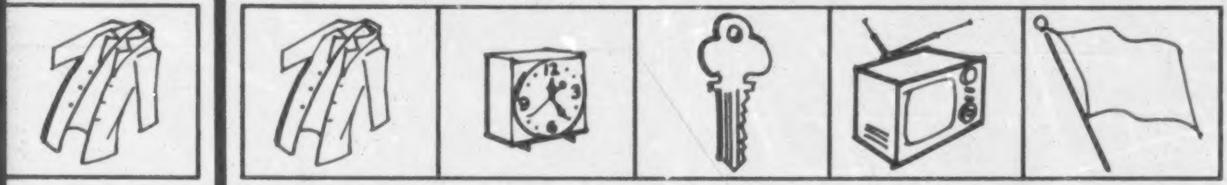

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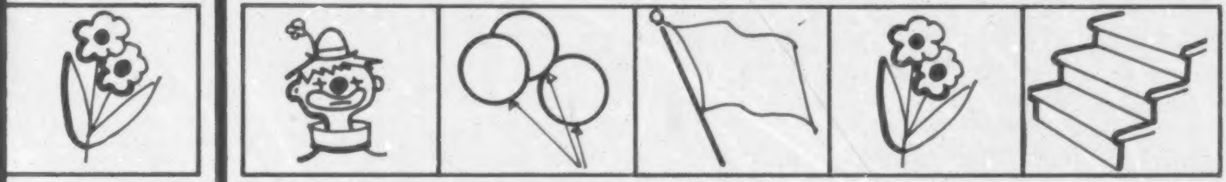

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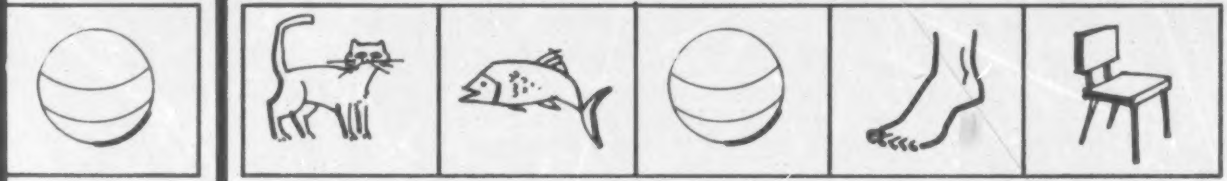

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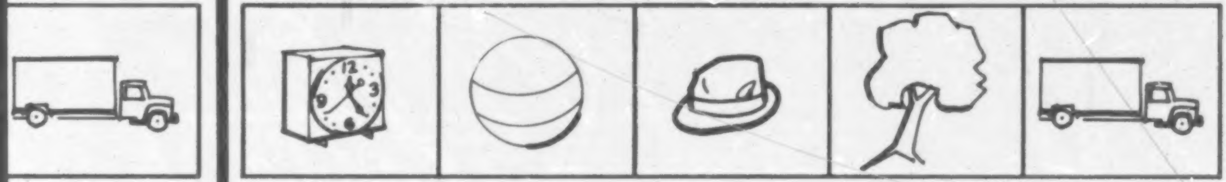

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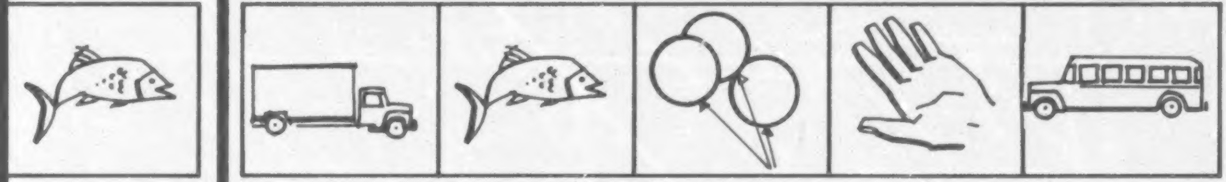

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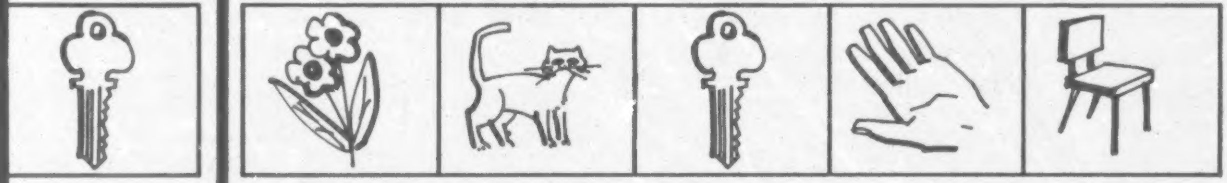

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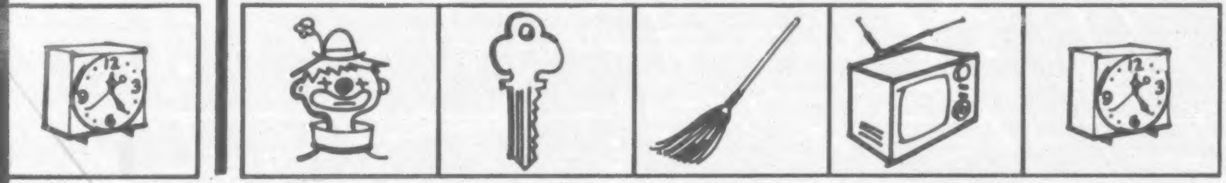

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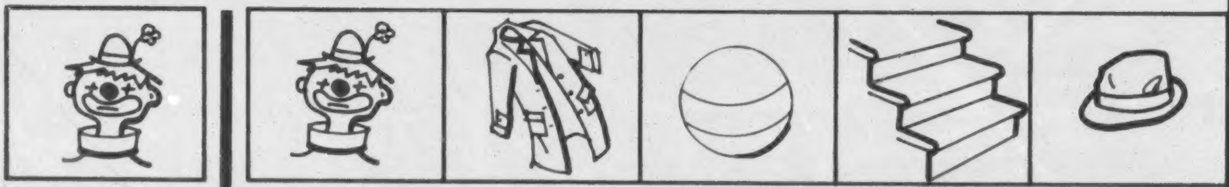

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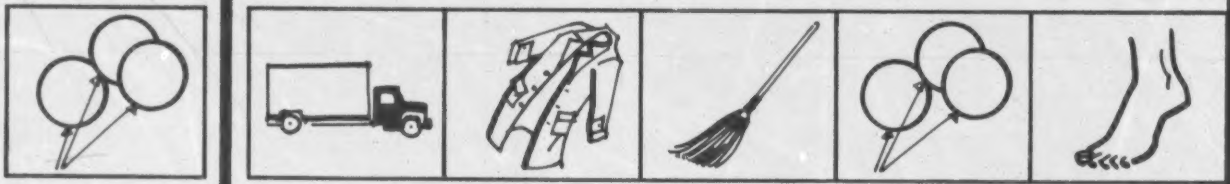

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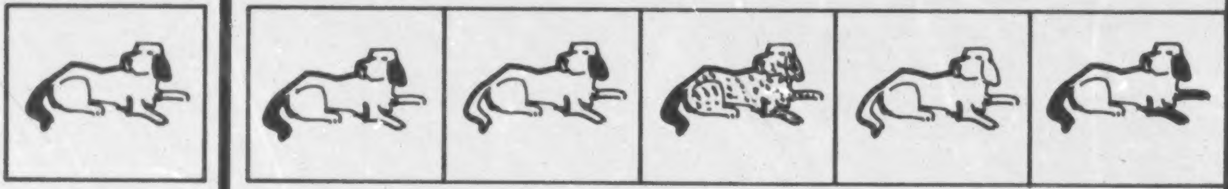

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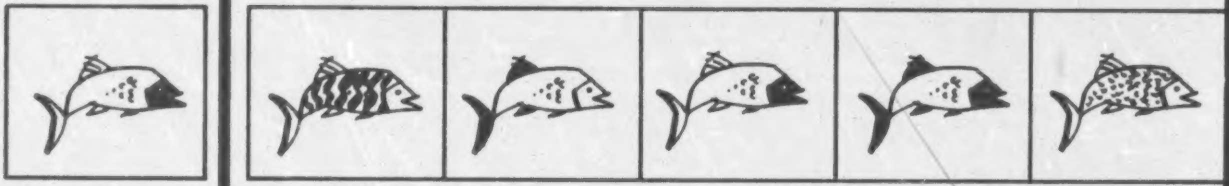

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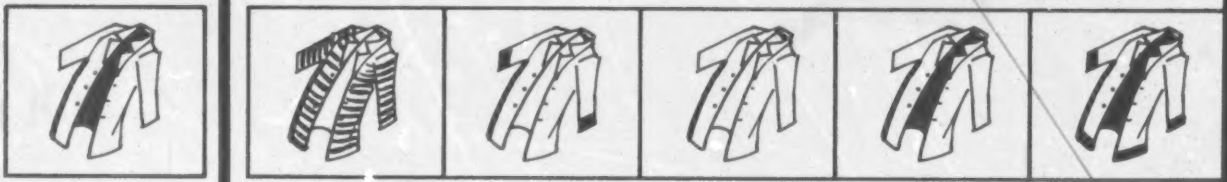
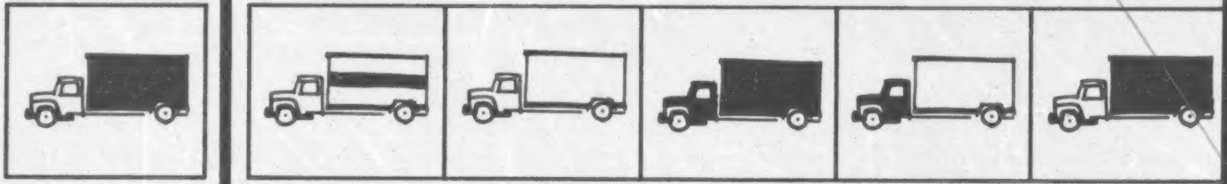
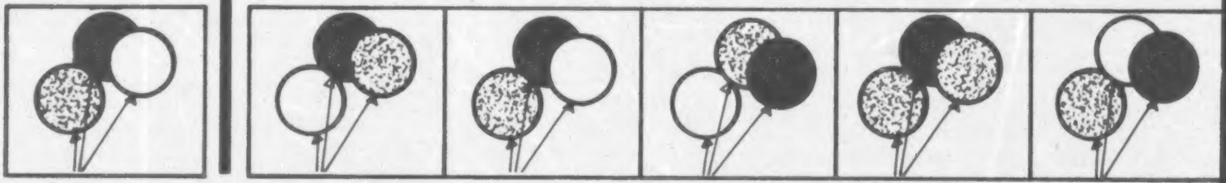


⇨ 14



☆ 15



CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

PICTURE SIMILARITIES (Blue and Green)

Directions for Administration

MATERIAL: Child's Test Booklet/Markers

PROCEDURE:

Sample A- Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME PICTURES.

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) NEXT TO THE STAR THERE IS A LITTLE BOX, AND THEN SOME MORE BOXES OVER HERE IN THE SAME ROW. (Demonstrate.) THIS FIRST BOX HAS A PICTURE IN IT. PUT YOUR FINGER ON THE FIRST BOX WITH THE PICTURE IN IT. (Demonstrate.) CAN YOU FIND A PICTURE JUST LIKE THIS (Point to first box) IN THE BOXES OVER HERE? (Demonstrate.) PUT YOUR FINGER ON IT.

Check to see that all children are pointing to the second picture that is identical to the picture in the first box.

YES, THERE IS ANOTHER PICTURE OVER HERE JUST LIKE THE FIRST PICTURE. DID YOU FIND IT? (Demonstrate) GOOD. MARK AN "X" ON IT. (Check to make sure that all children have marked the correct response.)

Sample B- Say,

NOW PUT YOUR MARKER UNDER THE ROW NEXT TO THE BALL. (Check to see that all children have the correct row.) PUT YOUR FINGER ON THE FIRST BOX WITH THE PICTURE IN IT. NOW FIND ANOTHER PICTURE OVER HERE (Point) THAT IS JUST LIKE THE PICTURE IN THE FIRST BOX. PUT YOUR FINGER ON IT, JUST LIKE YOU DID BEFORE. DID YOU FIND IT?

Demonstrate and check to see that all are pointing to the same picture.

GOOD. PUT AN "X" ON THIS PICTURE BECAUSE IT IS JUST THE SAME AS THE FIRST PICTURE OVER HERE. (Demonstrate.)

Sample C- Say,

NOW PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. PUT YOUR FINGER ON THE FIRST BOX WITH A PICTURE IN IT. FIND ANOTHER PICTURE THAT IS JUST LIKE THE FIRST PICTURE. MARK AN "X" ON IT, AS YOU DID BEFORE. (Pause.) DID YOU MARK AN "X" ON THIS PICTURE? (Demonstrate.) GOOD. (Check to see that all of the children marked the correct response.) Give the children as much help as needed with the three samples, so that all understand the test procedure before starting on the items below.

Test Items

Item 1- Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the correct page.) WE ARE GOING TO MARK MORE PICTURES. PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES NEXT TO THE STAR. PUT YOUR FINGER ON THE LETTER IN THE FIRST BOX. MARK AN "X" ON THE PICTURE THAT IS JUST LIKE THE FIRST PICTURE.

Pre-Reading Skills Battery May, 1971
Picture Similarities (Blue and Green)

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Item	Marker
2............	ball
3............	arrow
4............	star
5............	ball
6............	arrow
7............	star
8............	ball

Item 9- Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. PUT YOUR FINGER ON THE PICTURE IN THE FIRST BOX. MARK AN "X" ON ANOTHER PICTURE THAT IS JUST LIKE THE FIRST PICTURE.

Use the above format for each of the items below.

Item	Marker
10.............	star
11.............	ball
12.............	arrow
13.............	star
14.............	ball
15.............	arrow

re-reading Skills Battery　　　　Pilot / May 1971

hild's Name ______________________________ Date ______________

chool ____________________ Class ______ Teacher ____________________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

etter Similarities

T	O	R	T	G	V
v	v	m	q	o	t
m	d	c	f	m	h

Developed by the Center for Urban Education

E	F	H	E	L	B	3-71	1 2 3 4 5 6
j	y	t	j	g	k	3-72	1 2 3 4 5 6
P	B	Q	R	P	O	3-73	1 2 3 4 5 6
I	L	T	J	H	I	3-74	1 2 3 4 5 6
w	k	g	v	a	w	3-75	1 2 3 4 5 6
Q	O	Q	P	C	G	3-76	1 2 3 4 5 6
j	t	k	j	y	i	3-77	1 2 3 4 5 6
V	A	V	X	Y	Z	3-78	1 2 3 4 5 6

☆ 9	d	p	b	d	q	h
○ 10	M	W	N	U	M	Z
⇨ 11	b	d	q	p	b	h
☆ 12	X	X	K	Z	Y	V
○ 13	r	r	i	t	l	v
⇨ 14	u	n	m	v	w	u
☆ 15	s	z	g	u	s	w

CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

LETTER SIMILARITIES (Blue and Green)

Directions for Administration

MATERIAL: Child's Test Booklet
Markers

PROCEDURES:

Sample A - Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME LETTERS.

PUT YOUR MARKER UNDER THE FIRST ROW OF LETTERS. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) NEXT TO THE STAR THERE IS A LITTLE BOX, AND THEN SOME MORE BOXES OVER HERE IN THE SAME ROW. (Demonstrate.) THIS FIRST BOX HAS A LETTER IN IT. PUT YOUR FINGER ON THE FIRST BOX WITH THE LETTER IN IT. (Demonstrate.) CAN YOU FIND A LETTER JUST LIKE THIS (Point to first box) IN THE BOXES OVER HERE? (Demonstrate.) PUT YOUR FINGER ON IT.

Check to see that all children are pointing to the second letter that is identical to the letter in the first box.

YES, THERE IS ANOTHER LETTER OVER HERE JUST LIKE THE FIRST LETTER. DID YOU FIND IT? (Demonstrate) GOOD. MARK AN "X" ON IT. (Check to make sure that all children have marked the correct response.)

Sample B - Say,

NOW PUT YOUR MARKER UNDER THE ROW OF LETTERS NEXT TO THE BALL. (Check to see that all children have the correct row.) PUT YOUR FINGER ON THE FIRST BOX WITH THE LETTER IN IT. NOW FIND ANOTHER LETTER OVER HERE (Point) THAT IS JUST LIKE THE LETTER IN THE FIRST BOX. PUT YOUR

FINGER ON IT, JUST LIKE YOU DID BEFORE. DID YOU FIND IT?

Demonstrate and check to see that all are pointing to the same letter.

GOOD. PUT AN "X" ON THIS LETTER BECAUSE IT IS JUST THE SAME AS THE FIRST LETTER OVER HERE. (Demonstrate.)

Sample C - Say,

NOW PUT YOUR MARKER UNDER THE ROW OF LETTERS NEXT TO THE ARROW. PUT YOUR FINGER ON THE FIRST BOX WITH A LETTER IN IT. FIND ANOTHER LETTER THAT IS JUST LIKE THE FIRST LETTER. MARK AN "X" ON IT, AS YOU DID BEFORE. (Pause.) DID YOU MARK AN "X" ON THIS LETTER? (Demonstrate.) GOOD. (Check to see that all of the children marked the correct response.)

Give the children as much help as needed with the three samples, so that all understand the test procedure before starting on the items below.

Test Items

Item 1 - Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the correct page.) WE ARE GOING TO MARK MORE LETTERS. PUT YOUR MARKER UNDER THE FIRST ROW OF LETTERS NEXT TO THE STAR. PUT YOUR FINGER ON THE LETTER IN THE FIRST BOX. MARK AN "X" ON ANOTHER LETTER THAT IS JUST LIKE THE FIRST LETTER.

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Pre-Reading Skills Battery
Letter Similarities (Blue and Green)

Item	Marker
2.	ball
3.	arrow
4.	star
5.	ball
6.	arrow
7.	star
8.	ball

Item 9 - Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW OF LETTERS NEXT TO THE ARROW. PUT YOUR FINGER ON THE LETTER IN THE FIRST BOX. MARK AN "X" ON ANOTHER LETTER THAT IS JUST LIKE THE FIRST GROUP.

Use the above format for each of the items below.

Item	Marker
10	star
11	ball
12	arrow
13	star
14	ball
15	arrow

87

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Pre-reading Skills Battery

Pilot / May 1971

Child's Name ______________________________ Date ____________

School ________________ Class ______ Teacher ____________________

☐☐	☐	☐☐	☐	☐	☐	☐	☐☐☐☐☐☐
School	Class	Child	Ethnic	SES	Sex	Test	

Letter Similarities

T	O	R	T	G	V
v	v	m	q	o	t
m	d	c	f	m	h

Developed by the Center for Urban Education

a	j	a	s	c	n	3-56 1 2 3 4 5 6
b	b	n	t	m	e	3-57 1 2 3 4 5 6
R	T	M	U	C	R	3-58 1 2 3 4 5 6
L	A	M	E	L	O	3-59 1 2 3 4 5 6
n	r	n	b	i	a	3-60 1 2 3 4 5 6
e	l	j	e	b	w	3-61 1 2 3 4 5 6
S	P	Y	S	T	D	3-62 1 2 3 4 5 6
g	g	u	t	n	v	3-63 1 2 3 4 5 6

☆ 9	c	x	c	a	w	k
○ 10	k	m	z	l	w	k
⇨ 11	y	j	g	y	t	r
☆ 12	r	x	f	y	r	i
○ 13	b	b	h	c	k	l
⇨ 14	c	v	c	g	o	b
☆ 15	t	t	l	k	l	r

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Pre-Reading Skills Battery
Pilot Testing
May, 1971

LETTER SIMILARITIES (Blue and Green)

Directions for Administration

MATERIAL: Child's Test Booklet
Markers

PROCEDURES:

Sample A - Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME LETTERS.

PUT YOUR MARKER UNDER THE FIRST ROW OF LETTERS. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) NEXT TO THE STAR THERE IS A LITTLE BOX, AND THEN SOME MORE BOXES OVER HERE IN THE SAME ROW. (Demonstrate.) THIS FIRST BOX HAS A LETTER IN IT. PUT YOUR FINGER ON THE FIRST BOX WITH THE LETTER IN IT. (Demonstrate.) CAN YOU FIND A LETTER JUST LIKE THIS (Point to first box) IN THE BOXES OVER HERE? (Demonstrate.) PUT YOUR FINGER ON IT.

Check to see that all children are pointing to the second letter that is identical to the letter in the first box.

YES, THERE IS ANOTHER LETTER OVER HERE JUST LIKE THE FIRST LETTER. DID YOU FIND IT? (Demonstrate) GOOD. MARK AN "X" ON IT. (Check to make sure that all children have marked the correct response.)

Sample B - Say,

NOW PUT YOUR MARKER UNDER THE ROW OF LETTERS NEXT TO THE BALL. (Check to see that all children have the correct row.) PUT YOUR FINGER ON THE FIRST BOX WITH THE LETTER IN IT. NOW FIND ANOTHER LETTER OVER HERE (Point) THAT IS JUST LIKE THE LETTER IN THE FIRST BOX. PUT YOUR

FINGER ON IT, JUST LIKE YOU DID BEFORE. DID YOU FIND IT?

Demonstrate and check to see that all are pointing to the same letter.

GOOD. PUT AN "X" ON THIS LETTER BECAUSE IT IS JUST THE SAME AS THE FIRST LETTER OVER HERE. (Demonstrate.)

Sample C - Say,

NOW PUT YOUR MARKER UNDER THE ROW OF LETTERS NEXT TO THE ARROW. PUT YOUR FINGER ON THE FIRST BOX WITH A LETTER IN IT. FIND ANOTHER LETTER THAT IS JUST LIKE THE FIRST LETTER. MARK AN "X" ON IT, AS YOU DID BEFORE. (Pause.) DID YOU MARK AN "X" ON THIS LETTER? (Demonstrate.) GOOD. (Check to see that all of the children marked the correct response.)

Give the children as much help as needed with the three samples, so that all understand the test procedure before starting on the items below.

Test Items

Item 1 - Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the correct page.) WE ARE GOING TO MARK MORE LETTERS. PUT YOUR MARKER UNDER THE FIRST ROW OF LETTERS NEXT TO THE STAR. PUT YOUR FINGER ON THE LETTER IN THE FIRST BOX. MARK AN "X" ON ANOTHER LETTER THAT IS JUST LIKE THE FIRST LETTER.

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Pre-Reading Skills Battery
Letter Similarities (Blue and Green)

Item	Marker
2	ball
3	arrow
4	star
5	ball
6	arrow
7	star
8	ball

Item 9 - Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW OF LETTERS NEXT TO THE ARROW. PUT YOUR FINGER ON THE LETTER IN THE FIRST BOX. MARK AN "X" ON ANOTHER LETTER THAT IS JUST LIKE THE FIRST GROUP.

Use the above format for each of the items below.

Item	Marker
10	star
11	ball
12	arrow
13	star
14	ball
15	arrow

Pre-reading Skills Battery

Pilot / May 1971

hild's Name ______________________________ Date ____________

School ________________ Class ______ Teacher ________________

☐☐	☐	☐☐	☐	☐	☐	☐	☐☐☐☐☐☐
School	Class	Child	Ethnic	SES	Sex	Test	

Letter Combinations

MEB	FOF	ROV	MEB	GYR	VUM
gon	bon	gon	ron	hon	mon
tag	tah	taw	tac	tag	tas

Developed by the Center for Urban Education

CEK	CEK	CFK	CHK	CTK	CLK	4-36 1 2 3 4 5 6
syn	sjn	sin	sgn	spn	syn	4-37 1 2 3 4 5 6
DET	DEF	DEJ	DET	DEI	DEL	4-38 1 2 3 4 5 6
neq	ney	neq	neg	neh	nep	4-39 1 2 3 4 5 6
WOM	WGM	WDM	WCM	WOM	WQM	4-40 1 2 3 4 5 6
hir	hjr	hyr	htr	hir	hkr	4-41 1 2 3 4 5 6
BLF	BLF	BEF	BIF	BJF	BTF	4-42 1 2 3 4 5 6
zub	zup	zud	zub	zuh	zug	4-43 1 2 3 4 5 6

☆ 9	HIX	HIY	HIV	HIK	HIM	HIX
○ 10	tnp	tup	tnp	tvp	twp	tmp
⇨ 11	laz	lav	laz	lar	las	lay
☆ 12	RIW	RIV	RIZ	RIW	RIN	RIM
○ 13	hul	hgl	hsl	hwl	hul	hzl
⇨ 14	vem	ven	veu	vez	vew	vem
☆ 15	GYP	GYP	GIP	GTP	GXP	GVP

CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

LETTER COMBINATION SIMILARITIES (Blue and Green)

Directions for Administration

MATERIAL: Child's Test Booklet/Markers

PROCEDURE:

Sample A - Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME LETTERS.

PUT YOUR MARKER UNDER THE FIRST ROW OF LETTERS. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) NEXT TO THE STAR THERE IS A LITTLE BOX, AND THEN SOME MORE BOXES OVER HERE IN THE SAME ROW. (Demonstrate.) THIS FIRST BOX HAS A GROUP OF LETTERS IN IT. (PUT YOUR FINGER ON THE FIRST BOX WITH THE GROUP OF LETTERS IN IT. (Demonstrate.) CAN YOU FIND A GROUP OF LETTERS JUST LIKE THESE (point to first box) IN THE BOXES OVER HERE? (Demonstrate.) PUT YOUR FINGER ON THEM.

Check to see that all children are pointing to the second group of letters that is identical to the group of letters in the first box.

YES, THERE IS ANOTHER GROUP OF LETTERS OVER HERE JUST LIKE THE FIRST GROUP OF LETTERS. DID YOU FIND IT? (Demonstrate.) GOOD. MARK AN "X" ON IT. (Check to make sure that all children have marked the correct response.)

Sample B - Say,

NOW PUT YOUR MARKER UNDER THE ROW NEXT TO THE BALL. (Check to see that all children have the correct row.) PUT YOUR FINGER ON THE FIRST BOX WITH THE GROUP OF LETTERS IN IT. NOW FIND ANOTHER GROUP OF LETTERS

OVER HERE (Point) THAT IS JUST LIKE THE GROUP OF LETTERS IN THE FIRST BOX. PUT YOUR FINGER ON IT, JUST LIKE YOU DID BEFORE. DID YOU FIND IT?

Demonstrate and check to see that all are pointing to the same group of letters.

GOOD. PUT AN "X" ON THIS GROUP OF LETTERS BECAUSE IT IS JUST THE SAME AS THE FIRST GROUP OF LETTERS OVER HERE (demonstrate).

Sample C - Say,

NOW PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. PUT YOUR FINGER ON THE FIRST BOX WITH THE GROUP OF LETTERS IN IT. FIND ANOTHER GROUP OF LETTERS THAT IS JUST LIKE THE FIRST GROUP OF LETTERS.

MARK AN "X" ON IT, AS YOU DID BEFORE.

(Pause). DID YOU MARK AN "X" ON THIS GROUP OF LETTERS? (demonstrate.) GOOD.

Check to see that all of the children marked the correct response.

Give the children as much help as needed with the three samples, so that all understand the test procedure before starting on the items below.

Test Items

Item I - Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the correct page.) WE ARE GOING TO MARK MORE GROUPS OF LETTERS. PUT YOUR MARKER UNDER THE FIRST ROW NEXT TO THE STAR. PUT YOUR FINGER ON THE GROUP OF LETTERS IN THE FIRST BOX. MARK AN "X" ON ANOTHER GROUP OF LETTERS THAT IS JUST LIKE THE FIRST GROUP.

Do not help the children with this or any subsequent items. Use the above format for elch of the items below.

Pre-Reading Skills Battery
Letter Combination Similarities (Blue and Green)

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Item	Marker
2	ball
3	arrow
4	star
5	ball
6	arrow
7	star
8	ball

Item 9 - Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. PUT YOUR FINGER ON THE GROUP OF LETTERS IN THE FIRST BOX. MARK AN "X" ON ANOTHER GROUP OF LETTERS THAT IS JUST LIKE THE FIRST GROUP.

Use the above format for each of the items below.

Item	Marker
10	star
11	ball
12	arrow
13	star
14	ball
15	arrow

Pre-reading Skills Battery

Pilot / May 1971

hild's Name ______________________________ Date ____________

chool ________________ Class ______ Teacher ________________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

etter Combinations

MEB	**FOF**	**ROV**	**MEB**	**GYR**	**VUM**
gon	**bon**	**gon**	**ron**	**hon**	**mon**
tag	**tah**	**taw**	**tac**	**tag**	**tas**

Developed by the Center for Urban Education

MAB	**TOT**	**MAB**	**GUC**	**DEX**	**FIF**	4-21 1 2 3 4 5 6
lin	**wab**	**sep**	**ros**	**lin**	**muy**	4-22 1 2 3 4 5 6
dom	**dom**	**seg**	**riw**	**voc**	**jey**	4-23 1 2 3 4 5 6
CAH	**BIM**	**RES**	**CAH**	**MUB**	**TUL**	4-24 1 2 3 4 5 6
puk	**zom**	**nar**	**riq**	**ces**	**puk**	4-25 1 2 3 4 5 6
heg	**nos**	**heg**	**zun**	**cir**	**gax**	4-26 1 2 3 4 5 6
TUD	**TUD**	**TUN**	**TUW**	**TUT**	**TUZ**	4-27 1 2 3 4 5 6
gef	**geg**	**ges**	**geb**	**gef**	**gen**	4-28 1 2 3 4 5 6

☆ 9	fip	fjp	fdp	fip	flp	ffp
○ 10	GUP	GUG	GUB	GUD	GUR	GUP
⇨ 11	sil	sil	bil	cil	yil	mil
☆ 12	RIN	RIS	RIG	RIT	RIB	RIN
○ 13	rgz	rsz	rgb	rwz	rjz	roz
⇨ 14	ler	lex	lef	lei	ler	ley
☆ 15	jas	jaw	jaz	jas	jag	jan

CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

LETTER COMBINATION SIMILARITIES (Blue and Green)

Directions for Administration

MATERIAL: Child's Test Booklet/Markers

PROCEDURE:

Sample A - Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME LETTERS.

PUT YOUR MARKER UNDER THE FIRST ROW OF LETTERS. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) NEXT TO THE STAR THERE IS A LITTLE BOX, AND THEN SOME MORE BOXES OVER HERE IN THE SAME ROW. (Demonstrate.) THIS FIRST BOX HAS A GROUP OF LETTERS IN IT. (PUT YOUR FINGER ON THE FIRST BOX WITH THE GROUP OF LETTERS IN IT. (Demonstrate.) CAN YOU FIND A GROUP OF LETTERS JUST LIKE THESE (point to first box) IN THE BOXES OVER HERE? (Demonstrate.) PUT YOUR FINGER ON THEM.

Check to see that all children are pointing to the second group of letters that is identical to the group of letters in the first box.

YES, THERE IS ANOTHER GROUP OF LETTERS OVER HERE JUST LIKE THE FIRST GROUP OF LETTERS. DID YOU FIND IT? (Demonstrate.) GOOD. MARK AN "X" ON IT. (Check to make sure that all children have marked the correct response.)

Sample B - Say,

NOW PUT YOUR MARKER UNDER THE ROW NEXT TO THE BALL. (Check to see that all children have the correct row.) PUT YOUR FINGER ON THE FIRST BOX WITH THE GROUP OF LETTERS IN IT. NOW FIND ANOTHER GROUP OF LETTERS

OVER HERE (Point) THAT IS JUST LIKE THE GROUP OF LETTERS IN THE FIRST BOX. PUT YOUR FINGER ON IT, JUST LIKE YOU DID BEFORE. DID YOU FIND IT?

Demonstrate and check to see that all are pointing to the same group of letters.

GOOD. PUT AN "X" ON THIS GROUP OF LETTERS BECAUSE IT IS JUST THE SAME AS THE FIRST GROUP OF LETTERS OVER HERE (demonstrate).

Sample C - Say,

NOW PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. PUT YOUR FINGER ON THE FIRST BOX WITH THE GROUP OF LETTERS IN IT. FIND ANOTHER GROUP OF LETTERS THAT IS JUST LIKE THE FIRST GROUP OF LETTERS.

MARK AN "X" ON IT, AS YOU DID BEFORE. (Pause). DID YOU MARK AN "X" ON THIS GROUP OF LETTERS? (demonstrate.) GOOD.

Check to see that all of the children marked the correct response.

Give the children as much help as needed with the three samples, so that all understand the test procedure before starting on the items below.

Test Items

Item I - Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the correct page.) WE ARE GOING TO MARK MORE GROUPS OF LETTERS. PUT YOUR MARKER UNDER THE FIRST ROW NEXT TO THE STAR. PUT YOUR FINGER ON THE GROUP OF LETTERS IN THE FIRST BOX. MARK AN "X" ON ANOTHER GROUP OF LETTERS THAT IS JUST LIKE THE FIRST GROUP.

Do not help the children with this or any subsequent items. Use the above format for elch of the items below.

Pre-Reading Skills Battery
Letter Combination Similarities (Blue and Green)

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Item	Marker
2	ball
3	arrow
4	star
5	ball
6	arrow
7	star
8	ball

Item 9 - Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. PUT YOUR FINGER ON THE GROUP OF LETTERS IN THE FIRST BOX. MARK AN "X" ON ANOTHER GROUP OF LETTERS THAT IS JUST LIKE THE FIRST GROUP.

Use the above format for each of the items below.

Item	Marker
10	star
11	ball
12	arrow
13	star
14	ball
15	arrow

-reading Skills Battery

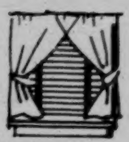
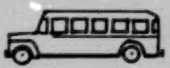
Pilot / May 1971

d's Name ______________________________ Date ______________

ool ____________________ Class ________ Teacher ____________________

☐☐	☐	☐☐	☐	☐	☐	☐	☐☐☐☐☐☐
School	Class	Child	Ethnic	SES	Sex	Test	

Memory - Pictures

☆					
○					
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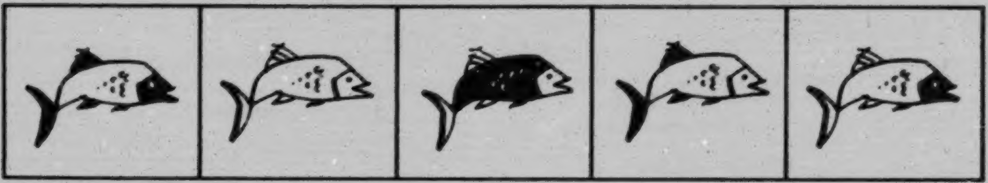

4-66
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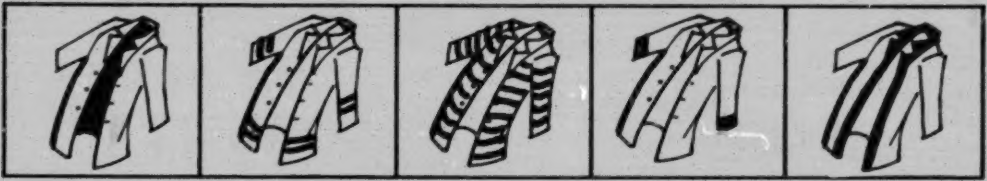

4-67
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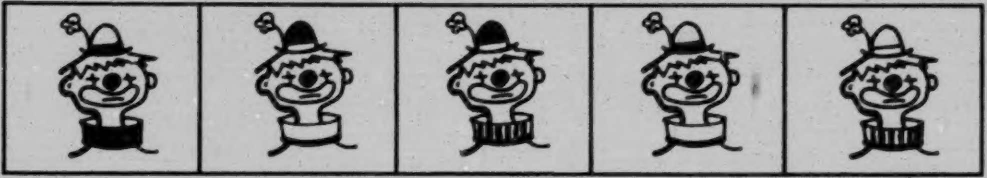

4-68
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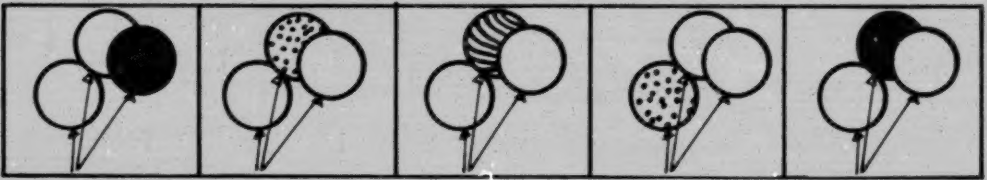

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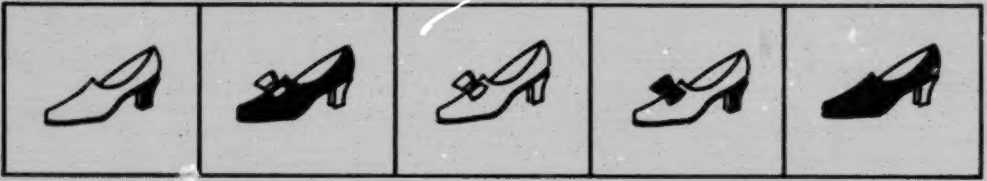

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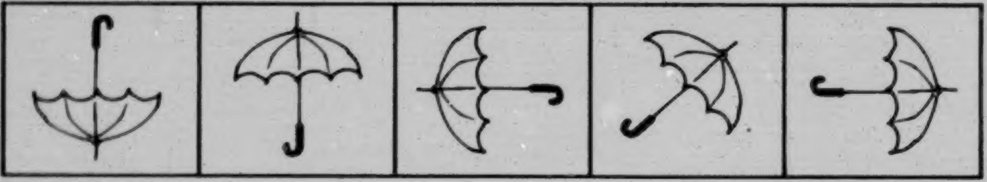

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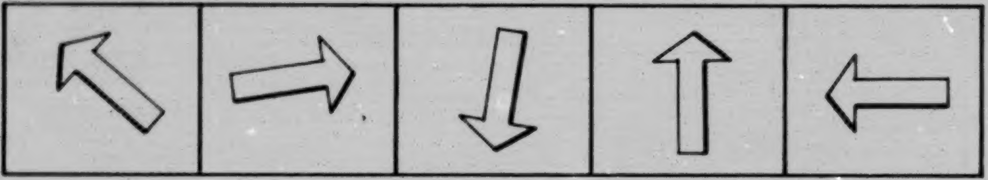

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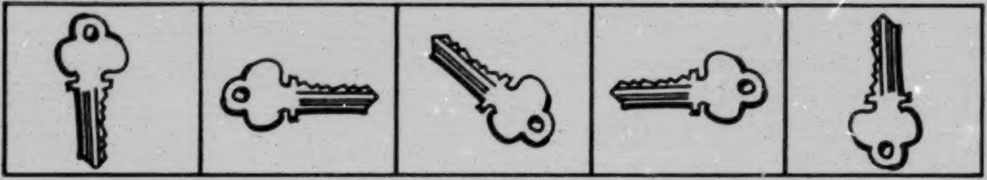

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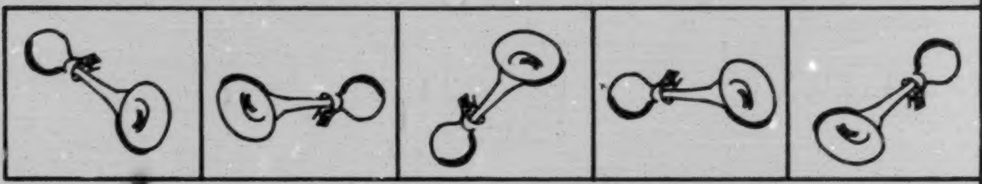

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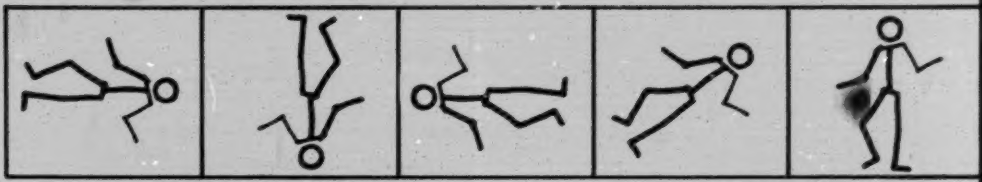

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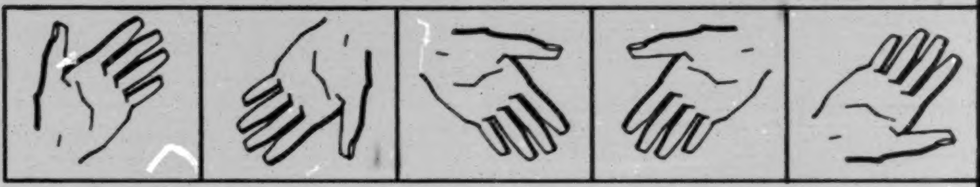

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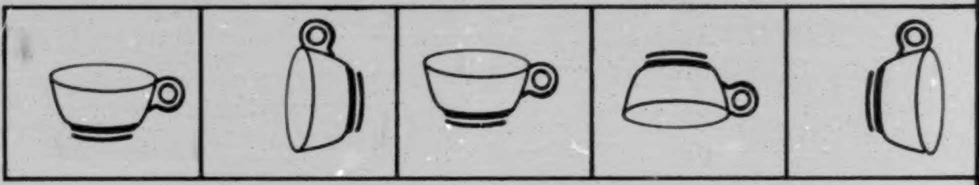

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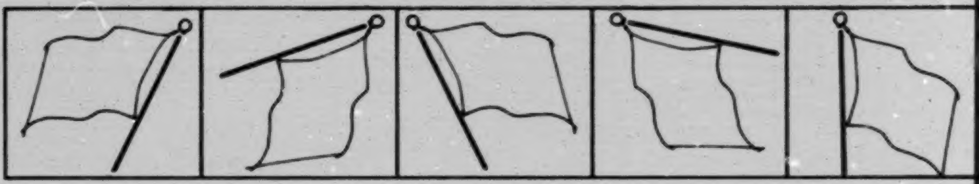

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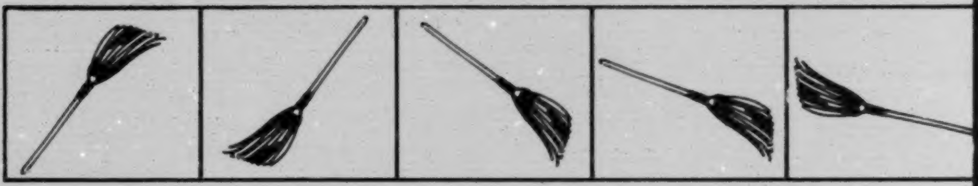

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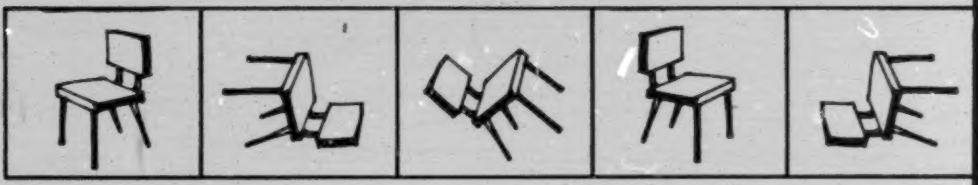

CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

MEMORY--PICTURES (Blue and Green)

Directions for Administration

MATERIALS: Child's Test Booklet
18 Large Picture Cards
Markers

PROCEDURE:

Note: Since this is a memory test, it is essential that the children do not mark in their booklets while they are still looking at the cards held by the tester. Therefore, after the children locate the row on their booklet which they will be marking, have them look up at the tester. They should not return their attention to the booklet until after the tester has removed the card.

Sample A - Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME PICTURES.

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) NOW LOOK AT ME. DON'T LOOK AT YOUR PAPER; I AM GOING TO SHOW YOU A CARD WITH A PICTURE ON IT FOR JUST A SHORT TIME. READY? LOOK AT THE PICTURE CAREFULLY.

Show Sample A card so all of the children can see it easily. Hold it up as you say, "Ready?", and turn it downward after 8 seconds. As you hold up the card, continue reminding the children to look at it.

NOW FIND THE SAME PICTURE ON YOUR PAPER. PUT YOUR FINGER ON IT. (Make sure that all children are working in the correct row.) DID YOU

Pre-Reading Skills Battery
Memory--Pictures (Blue and Green)

PUT YOUR FINGER ON THIS PICTURE HERE? (Demonstrate). (Check to see that all are pointing to the correct picture.) MARK AN "X" ON IT. (Check to make sure that all children have marked the correct response.)

Sample B - Say,

NOW PUT YOUR MARKERS UNDER THE ROW NEXT TO THE BALL. (Check to see that all have the correct row.) LOOK AT ME. DON'T LOOK AT YOUR PAPER. I AM GOING TO SHOW YOU ANOTHER PICTURE FOR JUST A SHORT TIME. READY? (Show Sample B card.) LOOK AT THE PICTURE CAREFULLY. (Take card away after 8 seconds.) NOW FIND THE SAME PICTURE ON YOUR PAPER. MARK AN "X" ON IT. (Pause.) DID YOU MARK AN "X" ON THIS PICTURE? (Demonstrate.) GOOD. (Check to see that all children have marked the correct response.)

Sample C - Say,

NOW PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. LOOK AT ME. READY? (Show Sample C card.) LOOK CAREFULLY AT THIS PICTURE CARD. (Take Bample C card away after 8 seconds). NOW ON YOUR PAPER MARK AN "X" ON THE PICTURE THAT IS JUST THE SAME AS THE CARD. (Pause.) DID YOU MARK THIS PICTURE? (Demonstrate.) GOOD. (Make sure that all have marked the correct response.)

Give the children as much help as needed with the three samples, so that all understand the test procedure before starting the items below.

Test Items

Item 1

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE STAR. LOOK AT ME.

Pre-Reading Skills Battery
Memory--Pictures (Blue and Green)

READY? (Show card.) LOOK CAREFULLY AT THIS PICTURE CARD; (Take card away after 8 seconds). NOW MARK AN "X" ON THE PICTURE THAT IS JUST THE SAME ON YOUR PAPER.

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Item	Marker
2	ball
3	arrow
4	star
5	ball
6	arrow
7	star
8	ball

Item 9 - Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. LOOK AT ME. READY? (Show card.) LOOK CAREFULLY AT THIS PICTURE CARD. (Take it away after 8 seconds.) NOW MARK AN "X" ON THE PICTURE THAT IS JUST THE SAME ON YOUR PAPER.

Item	Marker
10	star
11	ball
12	arrow
13	star
14	ball
15	arrow

Pre-reading Skills Battery

Pilot / May 1971

Child's Name ______________________________ Date __________

School ________________ Class ______ Teacher __________________

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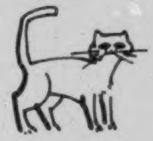
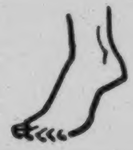
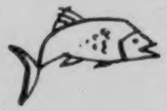
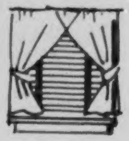
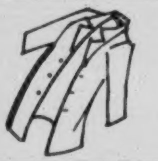
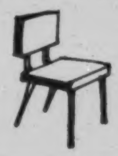
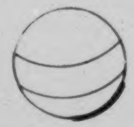
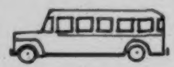
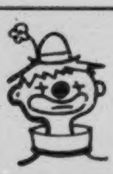
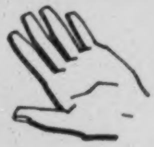
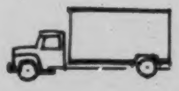
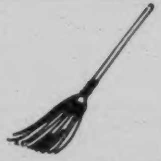
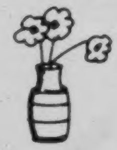
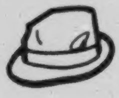
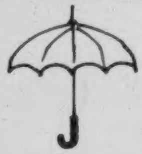
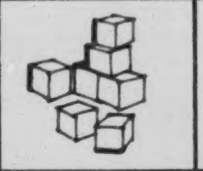
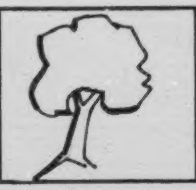
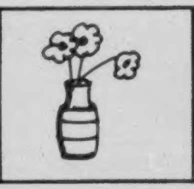
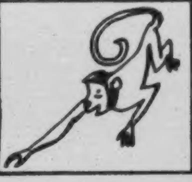
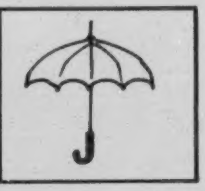
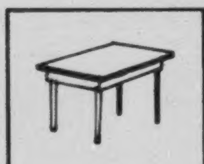
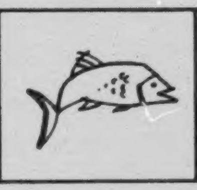
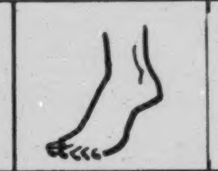
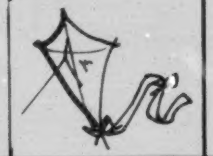
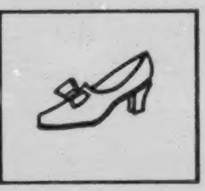
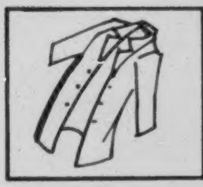
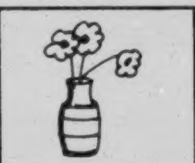
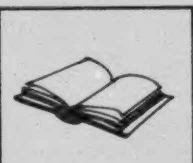
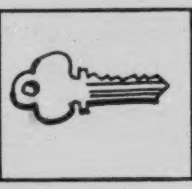
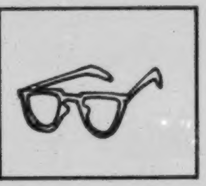
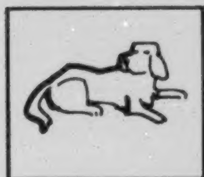
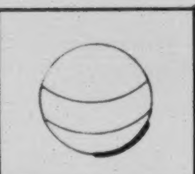
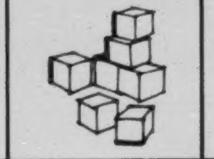
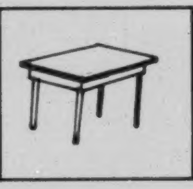
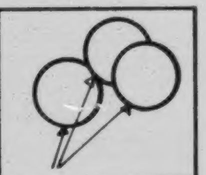
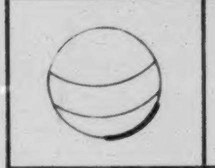
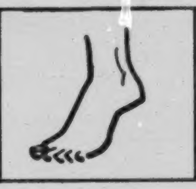
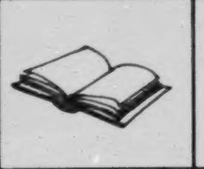
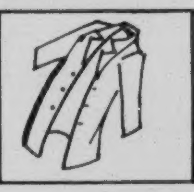
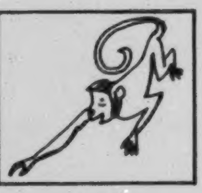
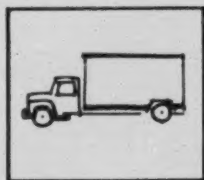
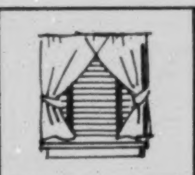
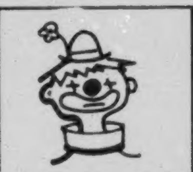
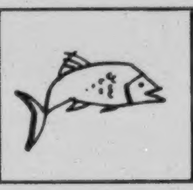
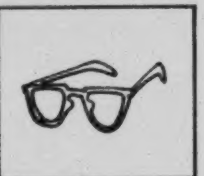
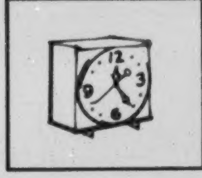
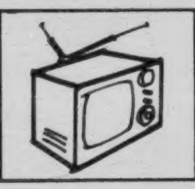
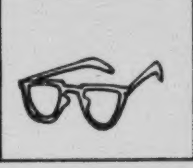
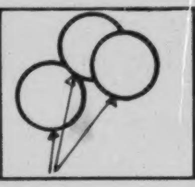
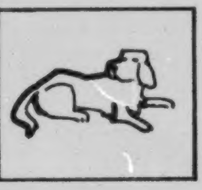
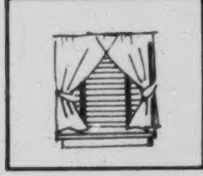
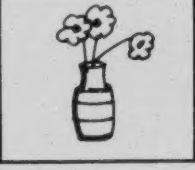
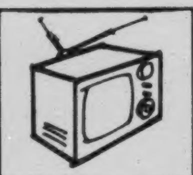
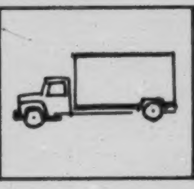
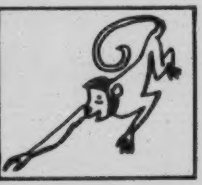
School	Class	Child	Ethnic	SES	Sex	Test	

Memory - Pictures

☆					
○					
⇨					

Developed by the Center for Urban Education

☆ 1						4-51 1 2 3 4 5 6
○ 2						4-52 1 2 3 4 5 6
⇨ 3						4-53 1 2 3 4 5 6
☆ 4						4-54 1 2 3 4 5 6
○ 5						4-55 1 2 3 4 5 6
⇨ 6						4-56 1 2 3 4 5 6
☆ 7						4-57 1 2 3 4 5 6
○ 8						4-58 1 2 3 4 5 6

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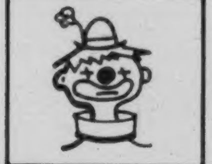
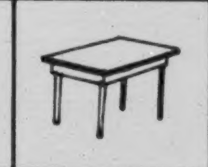
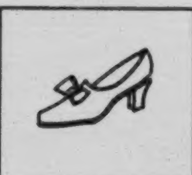
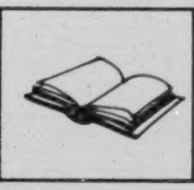
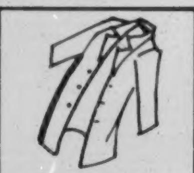

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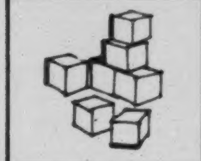
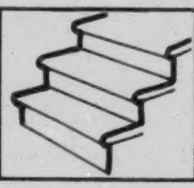
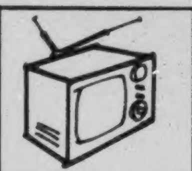
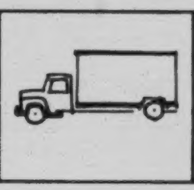
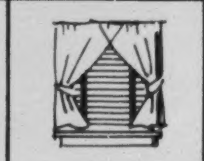

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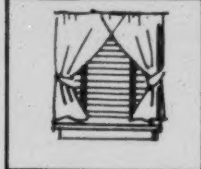
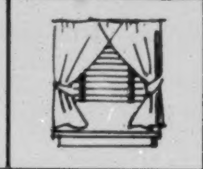
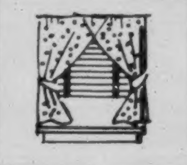
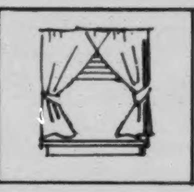
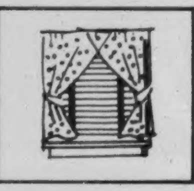

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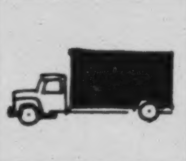
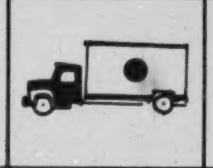
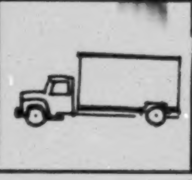
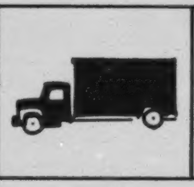
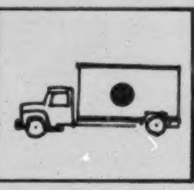

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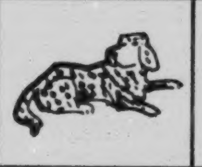
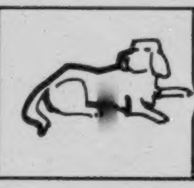
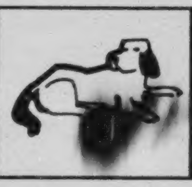
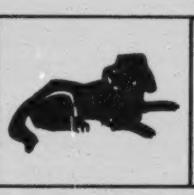
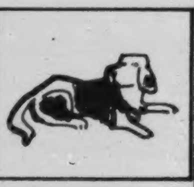

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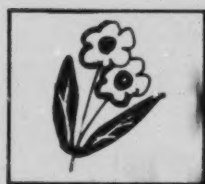
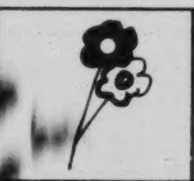
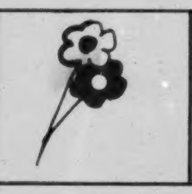
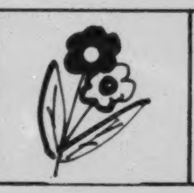
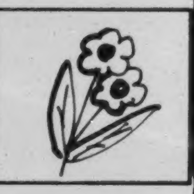

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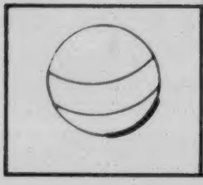
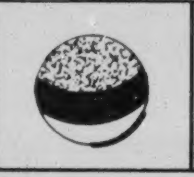
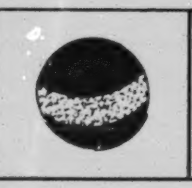
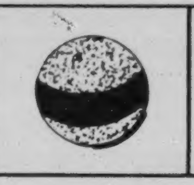
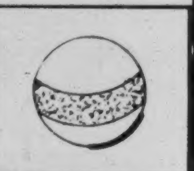

CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

MEMORY--PICTURES (Blue and Green)

Directions for Administration

MATERIALS: Child's Test Booklet
18 Large Picture Cards
Markers

PROCEDURE:

Note: Since this is a memory test, it is essential that the children do not mark in their booklets while they are still looking at the cards held by the tester. Therefore, after the children locate the row on their booklet which they will be marking, have them look up at the tester. They should not return their attention to the booklet until after the tester has removed the card.

Sample A - Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME PICTURES.

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) NOW LOOK AT ME. DON'T LOOK AT YOUR PAPER; I AM GOING TO SHOW YOU A CARD WITH A PICTURE ON IT FOR JUST A SHORT TIME. READY? LOOK AT THE PICTURE CAREFULLY.

Show Sample A card so all of the children can see it easily. Hold it up as you say, "Ready?", and turn it downward after 8 seconds. As you hold up the card, continue reminding the children to look at it.

NOW FIND THE SAME PICTURE ON YOUR PAPER. PUT YOUR FINGER ON IT. (Make sure that all children are working in the correct row.) DID YOU

PUT YOUR FINGER ON THIS PICTURE HERE? (Demonstrate). (Check to see that all are pointing to the correct picture.) MARK AN "X" ON IT. (Check to make sure that all children have marked the correct response.)

Sample B - Say,

NOW PUT YOUR MARKERS UNDER THE ROW NEXT TO THE BALL. (Check to see that all have the correct row.) LOOK AT ME. DON'T LOOK AT YOUR PAPER. I AM GOING TO SHOW YOU ANOTHER PICTURE FOR JUST A SHORT TIME. READY? (Show Sample B card.) LOOK AT THE PICTURE CAREFULLY. (Take card away after 8 seconds.) NOW FIND THE SAME PICTURE ON YOUR PAPER. MARK AN "X" ON IT. (Pause.) DID YOU MARK AN "X" ON THIS PICTURE? (Demonstrate.) GOOD. (Check to see that all children have marked the correct response.)

Sample C - Say,

NOW PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. LOOK AT ME. READY? (Show Sample C card.) LOOK CAREFULLY AT THIS PICTURE CARD. (Take Sample C card away after 8 seconds). NOW ON YOUR PAPER MARK AN "X" ON THE PICTURE THAT IS JUST THE SAME AS THE CARD. (Pause.) DID YOU MARK THIS PICTURE? (Demonstrate.) GOOD. (Make sure that all have marked the correct response.)

Give the children as much help as needed with the three samples, so that all understand the test procedure before starting the items below.

Test Items

Item 1

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE STAR. LOOK AT ME.

Pre-Reading Skills Battery
Memory--Pictures (Blue and Green)

READY? (Show card.) LOOK CAREFULLY AT THIS PICTURE CARD. (Take card away after 8 seconds). NOW MARK AN "X" ON THE PICTURE THAT IS JUST THE SAME ON YOUR PAPER.

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Item	Marker
2	ball
3	arrow
4	star
5	ball
6	arrow
7	star
8	ball

Item 9 - Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. LOOK AT ME. READY? (Show card.) LOOK CAREFULLY AT THIS PICTURE CARD. (Take it away after 8 seconds.) NOW MARK AN "X" ON THE PICTURE THAT IS JUST THE SAME ON YOUR PAPER.

Item	Marker
10	star
11	ball
12	arrow
13	star
14	ball
15	arrow

117

Pre-reading Skills Battery

Pilot / May 1971

hild's Name ______________________________ Date ______________

chool ________________ Class ______ Teacher ________________

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School	Class	Child	Ethnic	SES	Sex	Test	

Memory-Letters

☆ M S T O P

○ a g w f c

⇨ h z i o b

Developed by the Center for Urban Education

118

☆ 1	y	i	f	x	r	5-31 1 2 3 4 5 6
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⇨ 3	H	J	I	T	L	5-33 1 2 3 4 5 6
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⇨ 6	M	Z	N	U	W	5-36 1 2 3 4 5 6
☆ 7	v	w	u	m	n	5-37 1 2 3 4 5 6
○ 8	z	g	u	s	w	5-38 1 2 3 4 5 6

☆ 9 b d h q p

○ 10 O G P C Q

⇨ 11 i y j k t

☆ 12 X Y V K Z

○ 13 Z X A V Y

⇨ 14 i r l v t

☆ 15 q p h d b

CENTER FOR URBAN EDUCATION

Pre-reading Skills Battery
Pilot Testing
May, 1971

MEMORY-LETTERS (blue & Green)

Directions for Administration

MATERIALS: Child's Test Booklet
18 Large Letter Cards
Markers

PROCEDURE:

NOTE: Since this is a memory test, it is essential that the children do not mark [illegible] in their booklets while they are still looking at the cards held by the tester. Therefore, after the children locate the row on their booklet which they will be marking, have them look up at the tester. They should not return their attention to the booklet until after the tester has removed the card.

Sample A - Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME LETTERS.

PUT YOUR MARKER UNDER THE FIRST ROW OF LETTERS. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) NOW LOOK AT ME. DON'T LOOK AT YOUR PAPER. I AM GOING TO SHOW YOU A CARD WITH A LETTER ON IT FOR JUST A SHORT TIME. READY? LOOK AT THE LETTER.

Show Sample A card so all of the children can see it easily. Hold it up as you say, "Ready?", and turn it downward after 8 seconds. As you hold up the card, continue reminding the children to look at it.

NOW FIND THE SAME LETTER ON YOUR PAPER. PUT YOUR FINGER ON IT. (Make sure that all children are working in the correct row.) DID YOU PUT YOUR FINGER ON THIS LETTER HERE? (demonstrate). (Check to see that all are pointing to the correct letter.) MARK AN "X" ON IT. (Check to make sure that all children have marked the correct response.)

Memory-Letters (Blue and Green)
Directions for Administration

Sample B. - Say,

NOW PUT YOUR MARKERS UNDER THE ROW NEXT TO THE BALL. (Check to see that all have the correct row.) LOOK AT ME. DON'T LOOK AT YOUR PAPER. I AM GOING TO SHOW YOU ANOTHER LETTER FOR JUST A SHORT TIME. READY? (Show Sample B card.) LOOK AT THE LETTER CAREFULLY. (Take card away after 8 seconds.) NOW FIND THE SAME LETTER ON YOUR PAPER. MARK AN "X" ON IT. (Pause.) DID YOU MARK AN "X" ON THIS LETTER? (demonstrate.) GOOD. (Check to see that all children have marked the correct response.)

Sample C - Say,

NOW PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. LOOK AT ME. READY? (Show Sample Card.) LOOK CAREFULLY AT THIS. (Take Sample C card away after 8 seconds.) NOW ON YOUR PAPER MARK AN "X" ON THE LETTER THAT IS JUST THE SAME AS THE CARD. (Pause.) DID YOU MARK THIS LETTER? (demonstrate.) GOOD. (Make sure that all have marked the correct response.)

Give the children as much help as needed with the three samples, so that all understand the test procedure before starting the items below.

Test Items

Item 1 - Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE STAR. LOOK AT ME. READY? (Show card.) LOOK CAREFULLY AT THIS LETTER CARD. (Take card away after 8 seconds.) MARK AN "X" ON THE LETTER THAT IS JUST THE SAME ON YOUR PAPER.

Memory-Letters (Blue and Green)
Directions for Administration

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Item	Marker
2.	ball
3.	arrow
4.	star
5.	ball
6.	arrow
7.	star
8	ball

Item 9 Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. LOOK AT ME. READY? (Show sample card.) LOOK CAREFULLY AT THIS LETTER CARD. (Take it away after 6 seconds). NOW MARK AN "X" ON THE LETTER THAT IS JUST THE SAME. ON YOUR PAPER.

Item	Marker
10.	star
11.	ball
12.	arrow
13.	star
14.	ball
15.	arrow

CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

MEMORY-LETTERS (blue & Green)

Directions for Administration

MATERIALS: Child's Test Booklet
18 Large Letter Cards
Markers

PROCEDURE:

NOTE: Since this is a memory test, it is essential that the children do not mark in their booklets while they are still looking at the cards held by the tester. Therefore, after the children locate the row on their booklet which they will be marking, have them look up at the tester. They should not return their attention to the booklet until after the tester has removed the card.

Sample A - Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME LETTERS.

PUT YOUR MARKER UNDER THE FIRST ROW OF LETTERS. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) NOW LOOK AT ME. DON'T LOOK AT YOUR PAPER. I AM GOING TO SHOW YOU A CARD WITH A LETTER ON IT FOR JUST A SHORT TIME. READY? LOOK AT THE LETTER.

Show Sample A card so all of the children can see it easily. Hold it up as you say, "Ready?", and turn it downward after 8 seconds. As you hold up the card, continue reminding the children to look at it.

NOW FIND THE SAME LETTER ON YOUR PAPER. PUT YOUR FINGER ON IT. (Make sure that all children are working in the correct row.) DID YOU PUT YOUR FINGER ON THIS LETTER HERE? (demonstrate). (Check to see that all are pointing to the correct letter .) MARK AN "X" ON IT. (Check to make sure that all children have marked the correct response.)

Memory-Letters (Blue and Green)
Directions for Administration

Sample B. - Say,

NOW PUT YOUR MARKERS UNDER THE ROW NEXT TO THE BALL. (Check to see that all have the correct row.) LOOK AT ME. DON'T LOOK AT YOUR PAPER. I AM GOING TO SHOW YOU ANOTHER LETTER FOR JUST A SHORT TIME. READY? (Show Sample B card.) LOOK AT THE LETTER CAREFULLY. (Take card away after 8 seconds.) NOW FIND THE SAME LETTER ON YOUR PAPER. MARK AN "X" ON IT. (Pause.) DID YOU MARK AN "X" ON THIS LETTER? (demonstrate.) GOOD. (Check to see that all children have marked the correct response.)

Sample C - Say

NOW PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. LOOK AT ME. READY? (Show Sample Card.) LOOK CAREFULLY AT THIS. (Take Sample C card away after 8 seconds.) NOW ON YOUR PAPER MARK AN "X" ON THE LETTER THAT IS JUST THE SAME AS THE CARD. (Pause.) DID YOU MARK THIS LETTER? (demonstrate.) GOOD. (Make sure that all have marked the correct response.)

Give the children as much help as needed with the three samples, so that all understand the test procedure before starting the items below.

Test Items

Item 1 - Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE STAR. LOOK AT ME. READY? (Show card.) LOOK CAREFULLY AT THIS LETTER CARD. (Take card away after 8 seconds.) MARK AN "X" ON THE LETTER THAT IS JUST THE SAME ON YOUR PAPER.

Memory-Letters (Blue and Green)
Directions for Administration

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Item	Marker
2.	ball
3.	arrow
4.	star
5.	ball
6.	arrow
7.	star
8	ball

Item 9 Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE ARROW. LOOK AT ME. READY? (Show sample card.) LOOK CAREFULLY AT THIS LETTER CARD. (Take it away after 5 seconds). NOW MARK AN "X" ON THE LETTER THAT IS JUST THE SAME. ON YOUR PAPER.

Item	Marker
10.	star
11.	ball
12.	arrow
13.	star
14.	ball
15.	arrow

-reading Skills Battery 126 Pilot / May 1971

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ld's Name ______________________________ Date ______________

hool ______________________ Class ________ Teacher ______________________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

Memory-Letters

☆ M S T O P

○ a g w f c

⇨ h z i o b

Developed by the Center for Urban Education

☆ 1	k	x	w	a	c	5-16 1 2 3 4 5 6
○ 2	g	v	u	t	n	5-17 1 2 3 4 5 6
⇨ 3	O	L	E	A	M	5-18 1 2 3 4 5 6
☆ 4	j	c	n	a	s	5-19 1 2 3 4 5 6
○ 5	b	i	n	a	r	5-20 1 2 3 4 5 6
⇨ 6	w	k	l	z	m	5-21 1 2 3 4 5 6
☆ 7	b	l	e	j	w	5-22 1 2 3 4 5 6
○ 8	R	U	C	M	T	5-23 1 2 3 4 5 6

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☆ 9 n t m e b

○ 10 Y P T S D

⇨ 11 j t g y k

☆ 12 H L E B F

○ 13 l k i t r

⇨ 14 g c o b v

☆ 15 Q P R O B

CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

MEMORY --LETTER COMBINATIONS

Directions for Administration

MATERIALS: Child's Test Booklet
18 Large Letter Combination Cards
Markers

PROCEDURE:

Note: Since this is a memory test, it is essential that the children do not mark the letter combinations in their booklets while they are still looking at the cards held by the tester. Therefore, after the children locate the row on their booklet which they will be marking, have them look up at the tester. They should not return their attention to the booklet until after the tester has removed the card.

Sample A- Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME LETTERS.

PUT YOUR MARKER UNDER THE FIRST ROW OF LETTERS. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) NOW LOOK AT ME. DON'T LOOK AT YOUR PAPER. I AM GOING TO SHOW YOU A CARD WITH A GROUP OF LETTERS ON IT FOR JUST A SHORT TIME. READY? LOOK AT THE GROUP OF LETTERS CAREFULLY.

Show Sample A card so all of the children can see it easily. Hold it up as you say, "Ready?", and turn it downward after 8 seconds. As you hold up the card, continue reminding the children to look at it.

Pre Reading Skills Battery May, 1971
Memory--Letter Combinations (Blue and Green)

NOW FIND THE SAME GROUP OF LETTERS IN THE ROW ON YOUR PAPER. PUT YOUR FINGER ON IT. (Make sure that all children are working in the correct row.) DID YOU PUT YOUR FINGER ON THIS GROUP OF LETTERS HERE? (Demonstrate). (Check to see that all are pointing to the correct group of letters.) MARK AN "X" ON IT. (Check to make sure that all children have marked the correct response.)

Sample B- Say,

NOW PUT YOUR MARKERS UNDER THE ROW NEXT TO THE BALL. (Check to see that all have the correct row.) LOOK AT ME. DON'T LOOK AT YOUR PAPER. I AM GOING TO SHOW YOU ANOTHER GROUP OF LETTERS FOR JUST A SHORT TIME. READY? (Show Sample B card.) LOOK AT THE GROUP OF LETTERS CAREFULLY. (Take card away after 8 seconds.) NOW FIND THE SAME GROUP OF LETTERS ON YOUR PAPER. MARK AN "X" ON IT. (Pause.) DID YOU MARK AN "X" ON THIS GROUP OF LETTERS? (Demonstrate.) GOOD. (Check to see that all children have marked the correct response.)

Sample C- Say,

NOW PUT YOUR MARKER THE ROW NEXT TO THE ARROW. LOOK AT ME. READY? (SHOW SAMPLE CARD C) LOOK CAREFULLY AT THIS CARD. (Take Sample C card away after 8 seconds). NOW ON YOUR PAPER MARK AN "X" ON THE GROUP OF LETTERS THAT IS JUST THE SAME AS THE CARD. (Pause) DID YOU MARK THIS GROUP OF LETTERS? (Demonstrate.) GOOD. (Make sure that all have marked the correct response.)

Give the children as much help as needed with the three samples, so that all understand the test procedure before starting the items below.

Pre-Reading Skills Battery
Memory--Letter Combinations (Blue and Green)

May, 1971

Test Items

Item 1- Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE STAR, LOOK AT ME. READY? (SHOW CARD.) LOOK CAREFULLY AT THIS LETTER CARD. (Take card away after 8 seconds.) MARK AN "X" ON THE GROUP OF LETTERS THAT IS JUST THE SAME ON YOUR PAPER.

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Item	Marker
2	ball
3.............	arrow
4..............	star
5.............	ball
6.............	arrow
7..............	star
8.............	ball

Item 9- Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW NEXT

Pre-Reading Skills Battery
Memory--Letter Combinations (Blue and Green)

May, 1971

TO THE ARROW. LOOK AT ME. READY? (SHOW CARD.) LOOK CAREFULLY AT THIS LETTER CARD. (Take card away after 8 seconds.) MARK AN "X" ON THE GROUP OF LETTERS THAT IS JUST THE SAME ON YOUR PAPER.

Use the above format for the items below.

Item	Marker
10	star
11	ball
12	arrow
13	star
14	ball
15	arrow

Pre-reading Skills Battery Pilot / May 1971

Child's Name ______________________ Date ____________

School ______________ Class ______ Teacher ______________

☐☐	☐	☐☐	☐	☐	☐	☐	☐☐☐☐☐☐
School	Class	Child	Ethnic	SES	Sex	Test	

Memory-Letter Combinations

☆	niw	naw	ntw	nhw	ngw
○	FOM	FOC	FOQ	FOD	FOF
⇨	ces	ceg	cet	cem	ceb

Developed by the Center for Urban Education

☆ 1	CEK	CFK	CHK	CTK	CLK	5-61 1 2 3 4 5 6
○ 2	sjn	sin	syn	sqn	spn	5-62 1 2 3 4 5 6
⇨ 3	DEF	DEJ	DEI	DET	DEL	5-63 1 2 3 4 5 6
☆ 4	ney	neq	neh	nep	neg	5-64 1 2 3 4 5 6
○ 5	WGM	WOM	WDM	WCM	WQM	5-65 1 2 3 4 5 6
⇨ 6	hjr	hyr	hir	htr	hkr	5-66 1 2 3 4 5 6
☆ 7	BLF	BEF	BIF	BJF	BTF	5-67 1 2 3 4 5 6
○ 8	zup	zub	zud	zuh	zuq	5-68 1 2 3 4 5 6

☆ 9	HIY	HIV	HIK	HIX	HIM
○ 10	tup	tvp	twp	tmp	tnp
⇨ 11	lav	laz	lar	las	lay
☆ 12	RIW	RIV	RIZ	RIN	RIM
○ 13	hgl	hsl	hul	hwl	hzl
⇨ 14	ven	veu	vez	vem	vew
☆ 15	GIP	GTP	GXP	GVP	GYP

CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

MEMORY --LETTER COMBINATIONS

Directions for Administration

MATERIALS: Child's Test Booklet
18 Large Letter Combination Cards
Markers

PROCEDURE:

Note: Since this is a memory test, it is essential that the children do not mark the letter combinations in their booklets while they are still looking at the cards held by the tester. Therefore, after the children locate the row on their booklet which they will be marking, have them look up at the tester. They should not return their attention to the booklet until after the tester has removed the card.

Sample A- Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME LETTERS.

PUT YOUR MARKER UNDER THE FIRST ROW OF LETTERS. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) NOW LOOK AT ME. DON'T LOOK AT YOUR PAPER. I AM GOING TO SHOW YOU A CARD WITH A GROUP OF LETTERS ON IT FOR JUST A SHORT TIME. READY? LOOK AT THE GROUP OF LETTERS CAREFULLY.

Show Sample A card so all of the children can see it easily. Hold it up as you say, "Ready?", and turn it downward after 8 seconds. As you hold up the card, continue reminding the children to look at it.

Pre Reading Skills Battery May, 1971
Memory--Letter Combinations (Blue and Green)

NOW FIND THE SAME GROUP OF LETTERS IN THE ROW ON YOUR PAPER. PUT YOUR FINGER ON IT. (Make sure that all children are working in the correct row.) DID YOU PUT YOUR FINGER ON THIS GROUP OF LETTERS HERE? (Demonstrate). (Check to see that all are pointing to the correct group of letters.) MARK AN "X" ON IT. (Check to make sure that all children have marked the correct response.)

Sample B- Say,

NOW PUT YOUR MARKERS UNDER THE ROW NEXT TO THE BALL. (Check to see that all have the correct row.) LOOK AT ME. DON'T LOOK AT YOUR PAPER. I AM GOING TO SHOW YOU ANOTHER GROUP OF LETTERS FOR JUST A SHORT TIME. READY? (Show Sample B card.) LOOK AT THE GROUP OF LETTERS CAREFULLY. (Take card away after 8 seconds.) NOW FIND THE SAME GROUP OF LETTERS ON YOUR PAPER. MARK AN "X" ON IT. (Pause.) DID YOU MARK AN "X" ON THIS GROUP OF LETTERS? (Demonstrate.) GOOD. (Check to see that all children have marked the correct response.)

Sample C- Say,

NOW PUT YOUR MARKER THE ROW NEXT TO THE ARROW. LOOK AT ME. READY? (SHOW SAMPLE CARD C) LOOK CAREFULLY AT THIS CARD. (Take Sample C card away after 8 seconds). NOW ON YOUR PAPER MARK AN "X" ON THE GROUP OF LETTERS THAT IS JUST THE SAME AS THE CARD. (Pause) DID YOU MARK THIS GROUP OF LETTERS? (Demonstrate.) GOOD. (Make sure that all have marked the correct response.)

Give the children as much help as needed with the three samples, so that all understand the test procedure before starting the items below.

Pre-Reading Skills Battery
Memory--Letter Combinations (Blue and Green)

May, 1971

Test Items

Item 1- Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW NEXT TO THE STAR. LOOK AT ME. READY? (SHOW CARD.) LOOK CAREFULLY AT THIS LETTER CARD. (Take card away after 8 seconds.) MARK AN "X" ON THE GROUP OF LETTERS THAT IS JUST THE SAME ON YOUR PAPER.

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Item	Marker
2	ball
3	arrow
4	star
5	ball
6	arrow
7	star
8	ball

Item 9- Say,

NOW TURN THE PAGE. (Make sure that each child has turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW NEXT

Pre-Reading Skills Battery
Memory--Letter Combinations (Blue and Green)

May, 1971

TO THE ARROW. LOOK AT ME. READY? (SHOW CARD.) LOOK CAREFULLY AT THIS LETTER CARD. (Take card away after 8 seconds.) MARK AN "X" ON THE GROUP OF LETTERS THAT IS JUST THE SAME ON YOUR PAPER.

Use the above format for the items below.

Item	Marker
10	star
11	ball
12	arrow
13	star
14	ball
15	arrow

Pre-reading Skills Battery 140 Pilot / May 1971

Child's Name ______________________ Date ____________

School ______________ Class ______ Teacher ______________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

Memory-Letter Combinations

☆	niw	naw	ntw	nhw	ngw
○	FOM	FOC	FOQ	FOD	FOF
⇨	ces	ceg	cet	cem	ceb

Developed by the Center for Urban Education

☆ 1	BIM	RES	CAH	MUB	TUL	5-46 1 2 3 4 5 6
○ 2	seq	dom	riw	voc	jey	5-47 1 2 3 4 5 6
⇨ 3	heg	nos	zun	cir	qax	5-48 1 2 3 4 5 6
☆ 4	TOT	GUC	MAB	DEX	FIF	5-49 1 2 3 4 5 6
○ 5	wab	sep	ros	lin	muy	5-50 1 2 3 4 5 6
⇨ 6	puk	zom	nar	riq	ces	5-51 1 2 3 4 5 6
☆ 7	bil	cil	yil	mil	sil	5-52 1 2 3 4 5 6
○ 8	TUN	TUW	TUT	TUZ	TUD	5-53 1 2 3 4 5 6

☆ 9	geq	ges	geb	gef	gen	5-54 1 2 3 4 5 6
○ 10	RIS	RIN	RIG	RIT	RIB	5-55 1 2 3 4 5 6
⇨ 11	fip	fjp	fdp	flp	ffp	5-56 1 2 3 4 5 6
☆ 12	rsz	rwz	rgz	rjz	roz	5-57 1 2 3 4 5 6
○ 13	GUQ	GUP	GUB	GUD	GUR	5-58 1 2 3 4 5 6
⇨ 14	lex	lef	lei	ley	ler	5-59 1 2 3 4 5 6
☆ 15	jaw	jaz	jag	jas	jan	5-60 1 2 3 4 5 6

AUDITORY PERCEPTION

re-reading Skills Battery

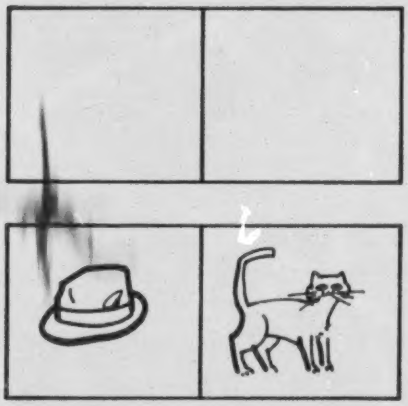
Pilot / May 1971

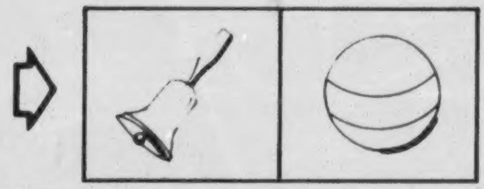
hild's Name ______________________________ Date ____________

chool ________________ Class ______ Teacher ________________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

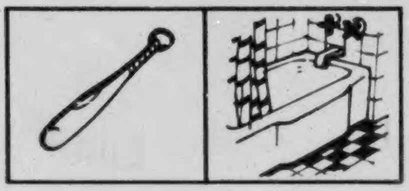
Auditory Discrimination - Test 1





Developed by the Center for Urban Education

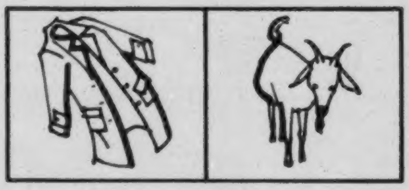
☆ 1



6-26

1 2 3 4 5 6

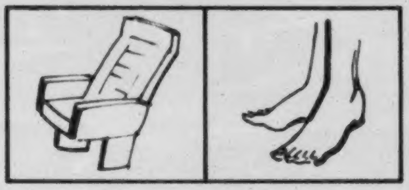
○ 2



6-27

1 2 3 4 5 6

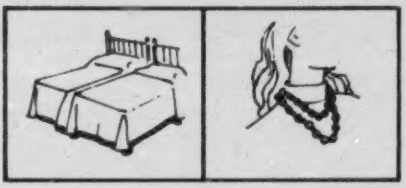
⇨ 3



6-28

1 2 3 4 5 6

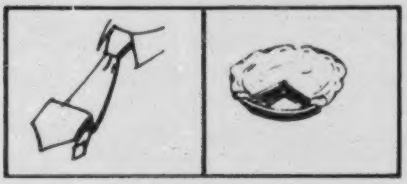
☆ 4



6-29

1 2 3 4 5 6

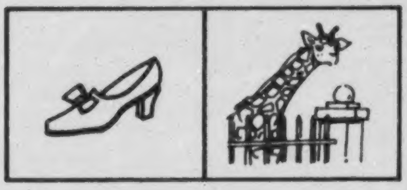
○ 5



6-30

1 2 3 4 5 6

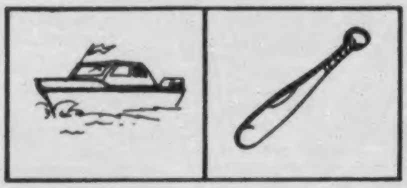
⇨ 6



6-31

1 2 3 4 5 6

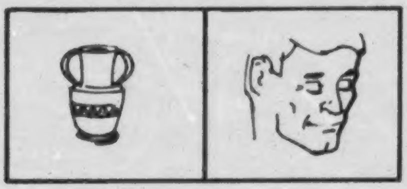
☆ 7



6-32

1 2 3 4 5 6

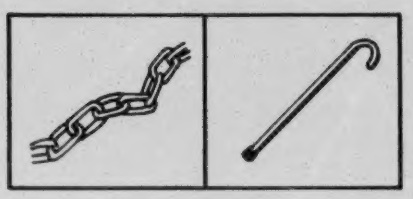
○ 8



6-33

1 2 3 4 5 6

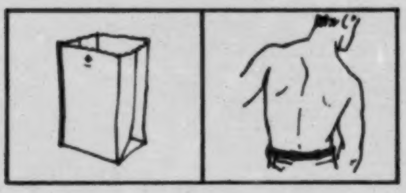
☆ 9



6-34

1 2 3 4 5 6

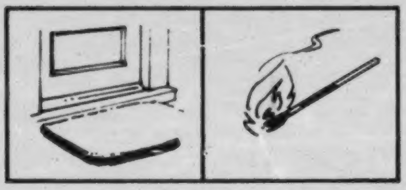
○ 10



6-35

1 2 3 4 5 6

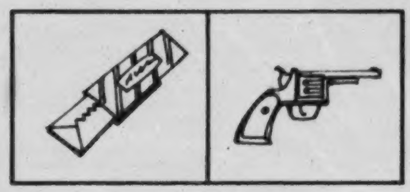
⇨ 11



6-36

1 2 3 4 5 6

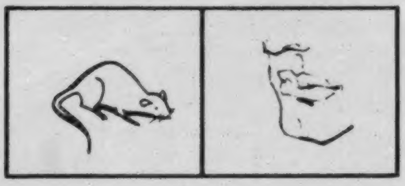
☆ 12



6-37

1 2 3 4 5 6

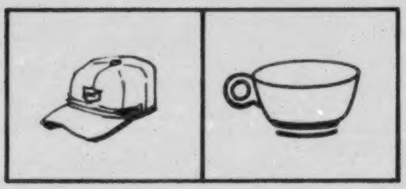
○ 13



6-38

1 2 3 4 5 6

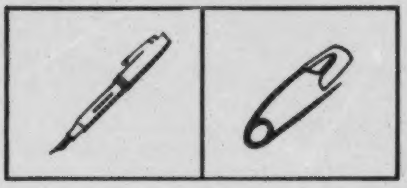
⇨ 14



6-39

1 2 3 4 5 6

☆ 15



6-40

1 2 3 4 5 6

CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

AUDITORY DISCRIMINATION TEST I (Puff)

Directions for Administration

MATERIAL: Child's Test Booklet

Markers

PROCEDURE:

Sample A- Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME PICTURES AND LISTEN TO SOME WORDS.

PUT YOUR MARKER UNDER THE FIRST BOX OF PICTURES. THERE IS A STAR NEXT TO THIS BOX. Check to see that all children have the correct box.) THE BOX NEXT TO THE STAR HAS A PICTURE OF A HAT AND A PICTURE OF A CAT IN IT. (Demonstrate by pointing.) DOES EVERYONE SEE THE HAT AND THE CAT? GOOD. I AM GOING TO SAY THE NAMES OF THE PICTURES AGAIN. THEN I AM GOING TO TELL YOU TO MARK AN "X" ON ONE OF THE PICTURES. YOU MUST LISTEN CAREFULLY TO WHAT I SAY BECAUSE I CAN SAY IT ONLY ONE TIME. READY? LISTEN CAREFULLY. HAT - CAT NOW MARK AN "X" ON THE CAT. (Pause.) DID YOU ALL MARK AN "X" ON THE PICTURE OF THE CAT? (Demonstrate.) GOOD. (Make sure that all children have marked the correct response.)

Sample B- Say

PUT YOUR MARKER UNDER THE BOX OF PICTURES NEXT TO THE BALL. (Check to see that all of the children have the correct box.) THIS IS A PICTURE OF A CLOWN AND A CLOUD (Point.) NOW LISTEN CAREFULLY TO WHAT I SAY BECAUSE I CAN ONLY SAY IT ONE TIME. READY? CLOWN - CLOUD . MARK AN

"X" ON THE PICTURE OF THE CLOWN. (Pause.) DID YOU MARK AN "X" ON THE CLOWN HERE? (Demonstrate.) GOOD. (Check to see that all children have marked the correct response.)

Sample C- Say,

PUT YOUR MARKER UNDER THE BOX OF PICTURES NEXT TO THE ARROW. (Check to see that all have the correct box.) THIS IS A PICTURE OF A BELL AND A BALL. (Demonstrate.) NOW LISTEN CAREFULLY. BELL - BALL. MARK AN "X" ON THE BALL. (Pause.) DID YOU ALL MARK AN "X" ON THE BALL HERE? (Check to see that all did.)

Give the children as much help as needed with the three samples so that all understand the test procedure before starting the items below.

Test Items

Item I - Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page and the correct column.) PUT YOUR MARKER UNDER THE BOX OF PICTURES NEXT TO THE STAR. THIS IS A PICTURE OF A BAT AND A BATH. (Point.) LISTEN CAREFULLY. BAT - BATH. MARK AN "X" ON THE BATH.

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Enunciate each pair of words clearly, but without over-exaggeration of initial or final consonants. Give each word equal emphasis. Pause briefly between the words.

Auditory Discrimination Test I (Buff) May, 1971
Directions for Administration

Item	Marker	"THIS IS A PICTURE OF"		MARK AN "X" ON THE
2	ball	A COAT AND A GOAT	COAT-GOAT	COAT
3	arrow	A SEAT AND FEET	SEAT-FEET	SEAT
4	star	BEDS AND BEADS	BEDS-BEADS	BEADS
5	ball	A TIE AND A PIE	TIE-PIE	PIE
6	arrow	A SHOE AND A ZOO	SHOE-ZOO	SHOE
7	star	A BOAT AND A BAT	BOAT-BAT	BOAT
8	ball	A VASE AND A FACE	VASE-FACE	FACE

Item 9 - Say,

NOW FIND THE ARROW AT THE TOP OF THE PAGE. (Demonstrate.) PUT YOUR MARKER UNDER THE BOX OF PICTURES NEXT TO THE ARROW. (Make sure that each child has his marker under the first box in the second column.) THIS IS A PICTURE OF A CHAIN AND A CANE. (Point.) LISTEN CAREFULLY. CHAIN-CANE. MARK AN "X" ON THE CHAIN.

Use the above format for the items below.

Item	Marker	THIS IS A PICTURE OF		MARK AN "X" ON THE
10	star	A BAG AND A BACK	BAG-BACK	BACK
11	ball	A MAT AND A MATCH	MAT-MATCH	MATCH
12	arrow	GUM AND A GUN	GUM-GUN	GUM
13	star	A MOUSE AND A MOUTH	MOUSE-MOUTH	MOUTH
14	ball	A CAP AND A CUP	CAP-CUP	CAP
15	arrow	A PEN AND A PIN	PEN-PIN	PIN

re-reading Skills Battery

Pilot / May 1971

hild's Name ____________________ Date ____________

chool ______________ Class ______ Teacher ______________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

Auditory Discrimination - Test 1

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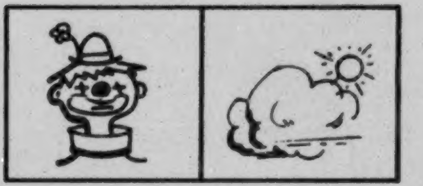

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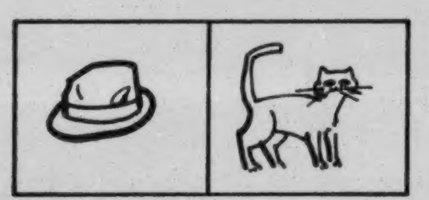

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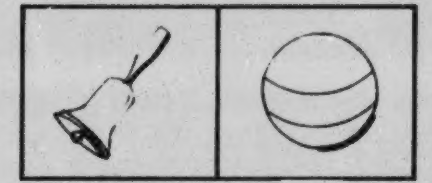

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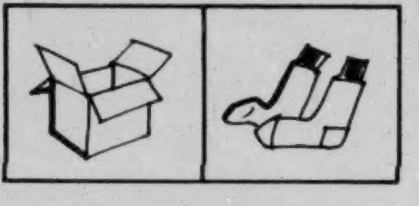

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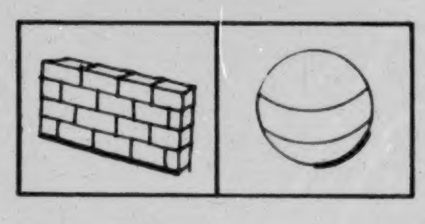

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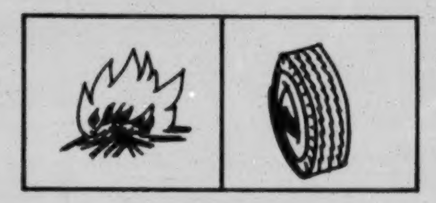

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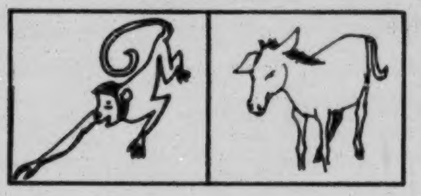

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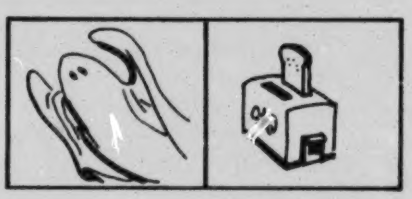

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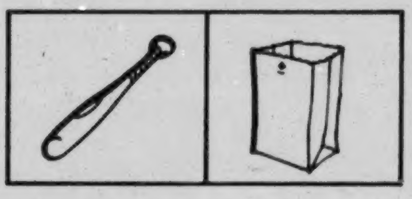

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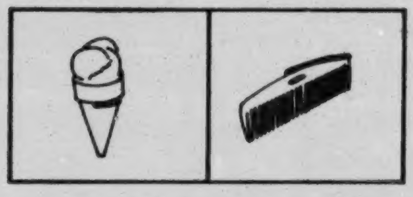

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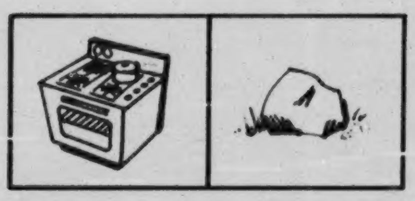

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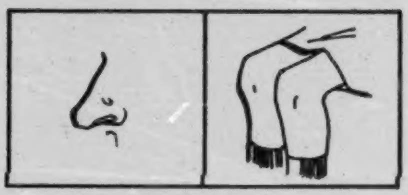

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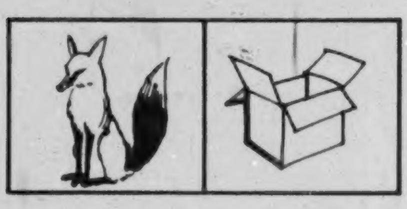

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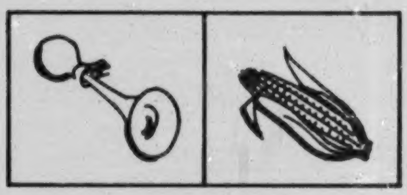

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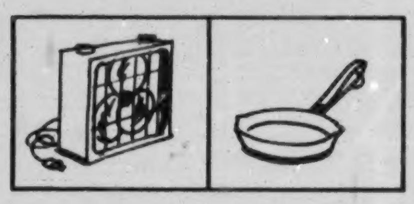

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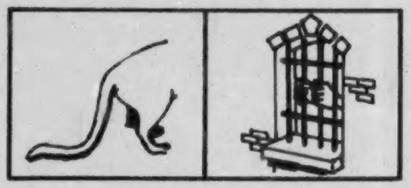

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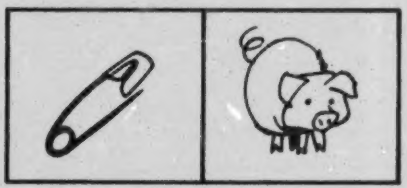

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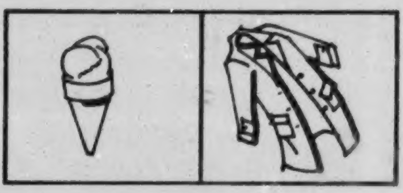

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CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

AUDITORY DISCRIMINATION TEST 1 (Yellow)

Directions for Administration

MATERIAL: Child's Test Booklet\Markers

PROCEDURE:

Sample A- Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME PICTURES AND LISTEN TO SOME WORDS.

PUT YOUR MARKER UNDER THE FIRST BOX OF PICTURES. THERE IS A STAR NEXT TO THIS BOX. (Check to see that all children have the correct box.) THE BOX NEXT TO THE STAR HAS A PICTURE OF A HAT AND A PICTURE OF A CAT IN IT. (Demonstrate by pointing.) DOES EVERYONE SEE THE HAT AND THE CAT? GOOD. I AM GOING TO SAY THE NAMES OF THE PICTURES AGAIN. THEN I AM GOING TO TELL YOU TO MARK AN "X" ON ONE OF THE PICTURES. YOU MUST LISTEN CAREFULLY TO WHAT I SAY BECAUSE I CAN SAY IT ONLY ONE TIME. READY? LISTEN CAREFULLY. HAT - CAT. NOW MARK AN "X" ON THE CAT. (Pause.) DID YOU ALL MARK AN "X" ON THE PICTURE OF THE CAT? (Demonstrate.) GOOD. (Make sure that all children have marked the correct response.)

Sample B- Say,

PUT YOUR MARKER UNDER THE BOX OF PICTURES NEXT TO THE BALL. (Check to see that all of the children have the correct box.) THIS IS A PICTURE OF A CLOWN AND A CLOUD (Point.) NOW LISTEN CAREFULLY TO WHAT I SAY BECAUSE I CAN ONLY SAY IT ONE TIME. READY? CLOWN - CLOUD. MARK AN "X" ON THE PICTURE OF THE CLOWN. (Pause.) DID YOU MARK AN "X" ON THE CLOWN

HERE? (Demonstrate.) GOOD. (Check to see that all children have marked the correct response.)

Sample C- Say,

PUT YOUR MARKER UNDER THE BOX OF PICTURES NEXT TO THE ARROW. (Check to see that all have the correct box.) THIS IS A PICTURE OF A BELL AND A BALL. (Demonstrate.) NOW LISTEN CAREFULLY. BELL - BALL. MARK AN "X" ON THE BALL. (Pause.) DID YOU ALL MARK AN "X" ON THE BALL HERE? (Check to see that all did.)

Give the children as much help as needed with the three samples so that all understand the test procedure before starting the items below.

Test Items

Item 1- Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page and the correct column.) PUT YOUR MARKER UNDER THE BOX OF PICTURES NEXT TO THE STAR. THIS IS A PICTURE OF A BOX AND SOCKS. (Point.) LISTEN CAREFULLY. BOX - SOCKS. MARK AN "X" ON THE SOCKS.

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Pre-Reading Skills Battery
Auditory Discrimination Test 1 (Yellow)

Enunciate each pair of words clearly, but without overexaggeration of initial or final consonants. Give each word equal emphasis. Pause briefly between the words.

Item	Marker	THIS IS A PICTURE OF	MARK AN "X" ON THE	
2	ball	A WALL AND A BALL	WALL-BALL	WALL
3	arrow	A FIRE AND A TIRE	FIRE-TIRE	FIRE
4	star	A MONKEY AND A DONKEY	MONKEY-DONKEY	DONKEY
5	ball	A GHOST AND TOAST	GHOST-TOAST	GHOST
6	arrow	A BAT AND A BAG	BAT-BAG	BAG
7	star	A CONE AND A COMB	CONE-COMB	COMB
8	ball	A STOVE AND A STONE	STOVE-STONE	STOVE

Pre-reading Skills Battery

Pilot / May 1971

Child's Name ______________________________ Date ____________

School ________________ Class ______ Teacher ________________

☐☐	☐	☐☐	☐	☐	☐	☐	☐☐☐☐☐☐
School	Class	Child	Ethnic	SES	Sex	Test	

Auditory Discrimination - Test 2

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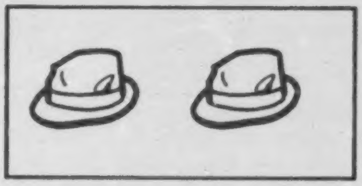
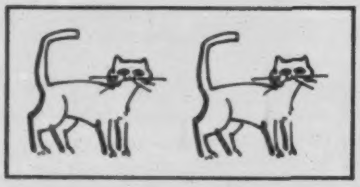
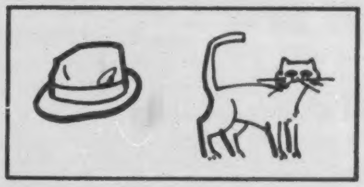

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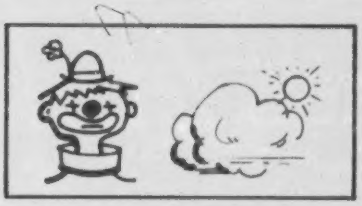
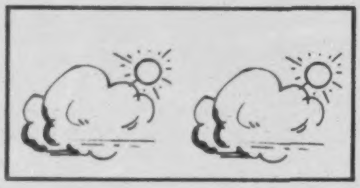
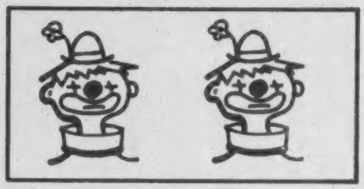

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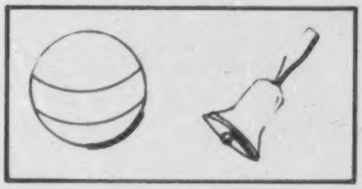
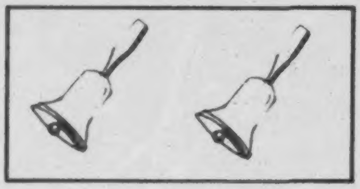
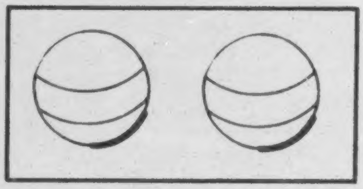

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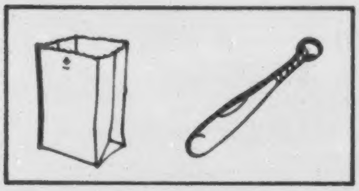
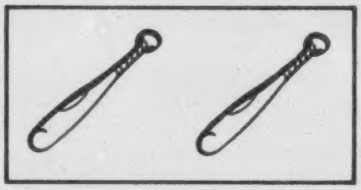
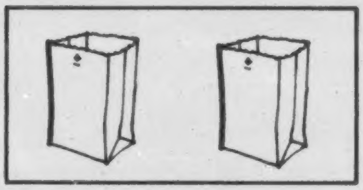

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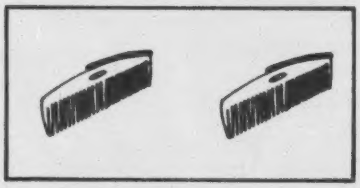
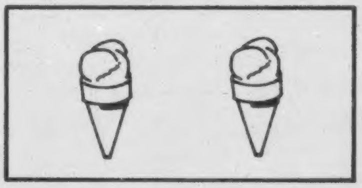
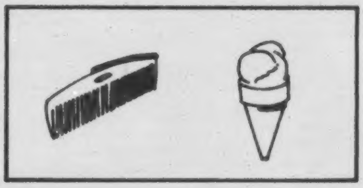

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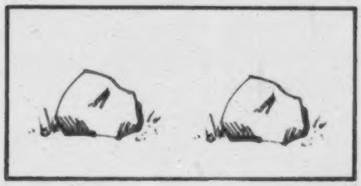
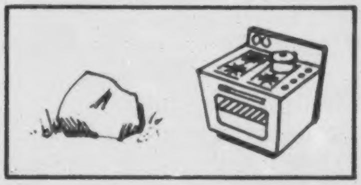
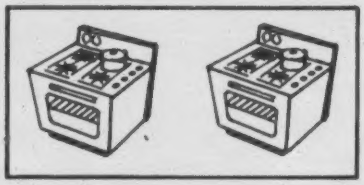

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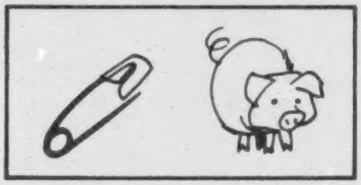
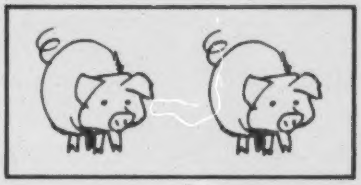
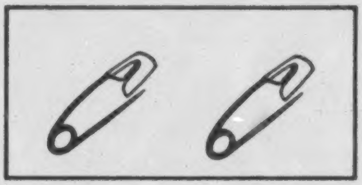

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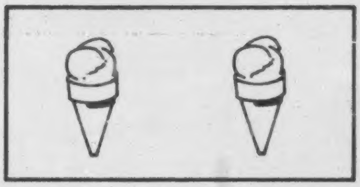
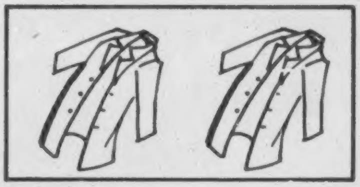
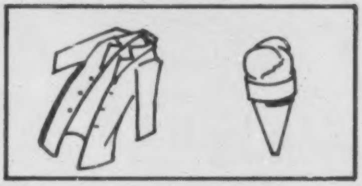

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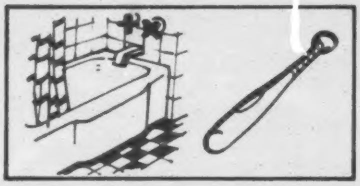
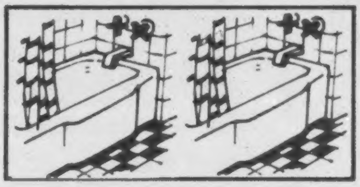
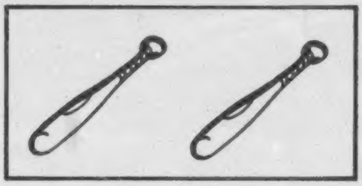

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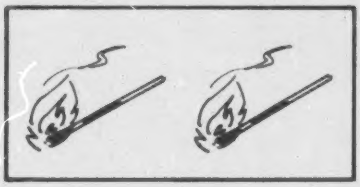
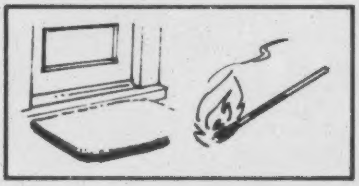
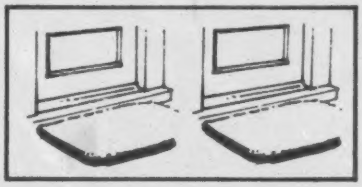

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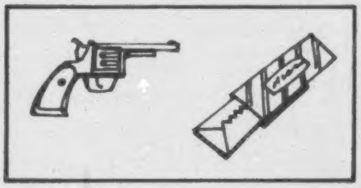
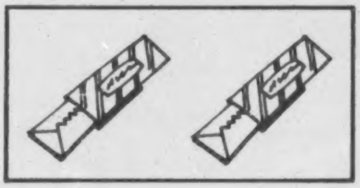
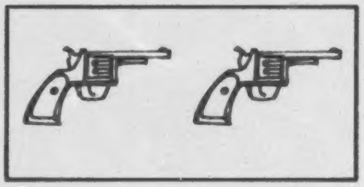

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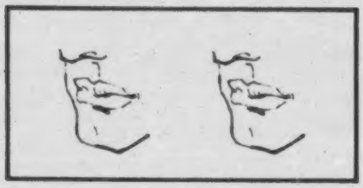

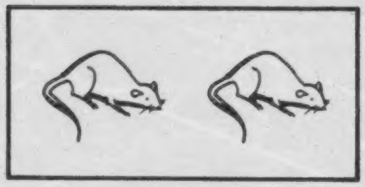

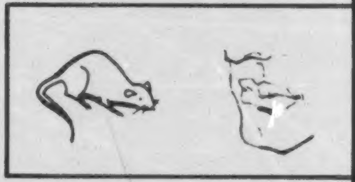

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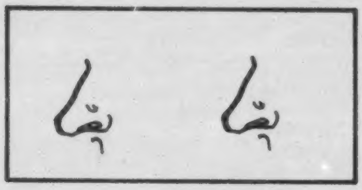

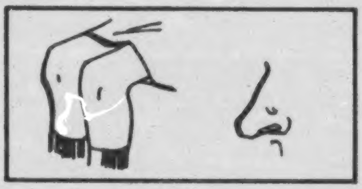

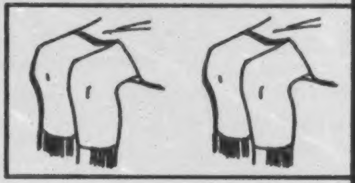

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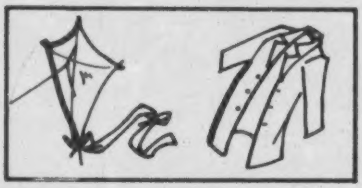

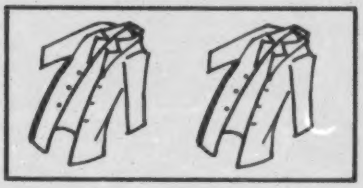

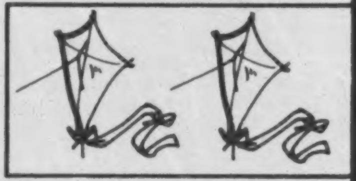

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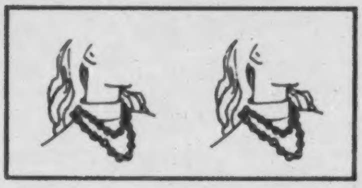

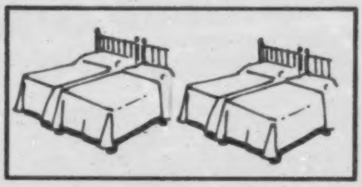

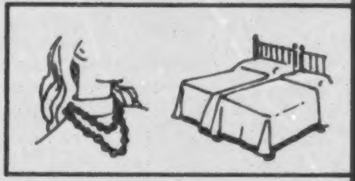

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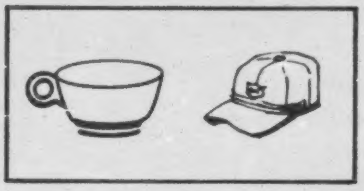

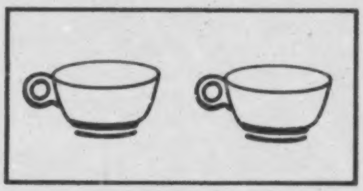

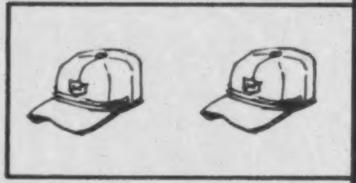

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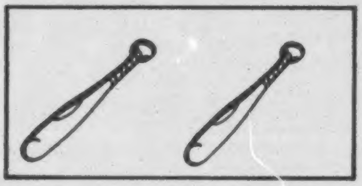

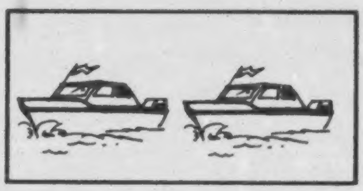

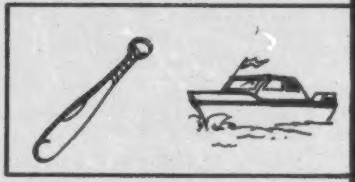

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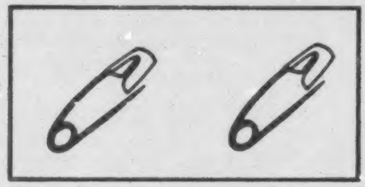

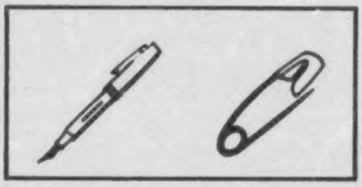

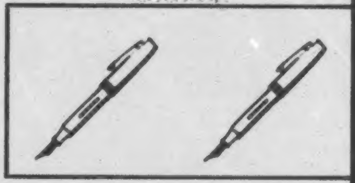

CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

AUDITORY DISCRIMINATION TEST 2 (Buff)

Directions for Administration

MATERIAL: Child's Test Booklet\Markers

PROCEDURE:

Sample A- Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME PICTURES AND LISTEN TO SOME WORDS.

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) NEXT TO THE STAR THERE ARE SOME BOXES WITH PICTURES IN THEM. LISTEN CAREFULLY WHILE I TELL YOU WHAT THE PICTURES ARE. (Demonstrate by pointing to pictures as they are named.) THIS BOX HAS A PICTURE OF A HAT AND A HAT IN IT. HERE IS A CAT AND A CAT. HERE IS A HAT AND A CAT . LISTEN AGAIN. HAT-HAT, CAT-CAT, HAT-CAT. NOW PUT YOUR FINGER ON THE BOX THAT HAS THE PICTURE OF THE HAT-CAT IN IT. (Check to see that all are pointing to the correct response.) NOW MARK AN "X" ON THE BOX THAT HAS THE PICTURE OF THE HAT-CAT IN IT. (Pause.) DID YOU ALL MARK AN "X" ON THE PICTURE OF THE HAT-CAT HERE? (Demonstrate.) GOOD. (Check to make sure that all children have marked the correct response.)

Sample B- Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. (Check to see that all children have the correct row.) THIS IS A PICTURE OF A CLOWN-CLOUD. THIS IS A CLOUD-CLOUD. THIS IS A CLOWN-CLOWN. LISTEN AGAIN. CLOWN-CLOUD, CLOUD-CLOUD, CLOWN-CLOWN. (Demonstrate by pointing.) NOW

Pre-Reading Skills Battery May, 1971
Auditory Discrimination Test 2 (Buff)

LISTEN CAREFULLY TO WHAT I SAY BECAUSE I CAN SAY IT ONLY ONE TIME. READY? MARK AN "X" ON THE CLOUD-CLOUD. (Pause.) DID YOU MARK AN "X" ON THE PICTURE OF THE CLOUD-CLOUD HERE? (Demonstrate.) GOOD. (Check to see that all children have marked the correct response.

Sample C- Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. (Check to see that all have the correct row.) THIS IS A BALL-BELL, A BELL-BELL, A BALL-BALL. (Demonstrate.) NOW LISTEN CAREFULLY. READY? MARK AN "X" ON THE BALL-BELL. (Pause.) DID YOU ALL MARK AN "X" ON THE BALL-BELL HERE? (Check to see that all did.)

Give the children as much help as needed with the three samples so that all understand the test procedure before starting the items below.

Test Items

Item 1- Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR. THIS IS A BAG-BAT, A BAT-BAT, A BAG-BAG, (Point.) LISTEN CAREFULLY. MARK AN "X" ON THE BAG-BAT.

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Pre-Reading Skills Battery
Auditory Discrimination Test 2 (Buff)

May, 1971

Enunciate each pair of words clearly, but without over-exaggeration of initial or final consonants. Give each word equal emphasis. Pause briefly between words, slightly longer between word pairs. Name each picture pair only once.

Item	Marker	MARK AN "X" ON THE
2......	ball	COMB-CONE
3......	arrow	STOVE-STOVE
4......	star	PIN-PIG
5......	ball	COAT-CONE
6......	arrow	BATH-BAT
7......	star	MAT-MAT
8......	ball	GUN-GUM

Item 9- Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. THIS IS A MOUTH-MOUTH, A MOUSE-MOUSE, A MOUSE-MOUTH. (Point.) LISTEN CAREFULLY. MARK AN "X" ON THE MOUSE-MOUSE.

Pre-Reading Skills Battery
Auditory Discrimination Test 2 (Buff)

May, 1971

Use the above format for the test items below.

Item	Marker	MARK AN "X" ON THE
10.	star	KNEES-NOSE
11.	ball	KITE-KITE
12.	arrow	BEADS-BEDS
13.	star	CUP-CAP
14.	ball	BOAT-BOAT
15.	arrow	PEN-PIN

e-reading Skills Battery Pilot / May 1971

ild's Name ______________________ Date ____________

hool ______________ Class ______ Teacher ______________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

Auditory Discrimination - Test 2

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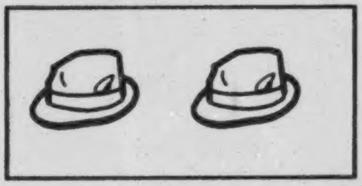

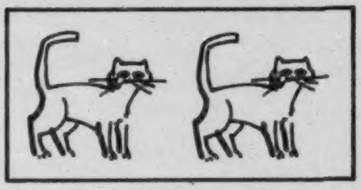

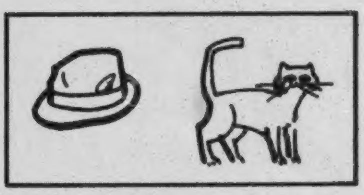

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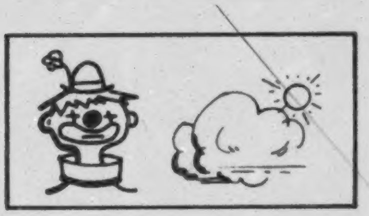

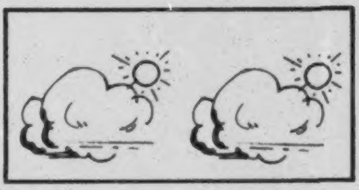

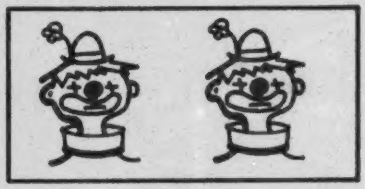

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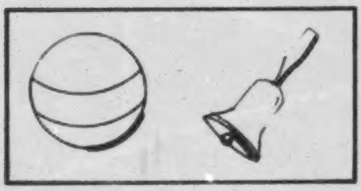

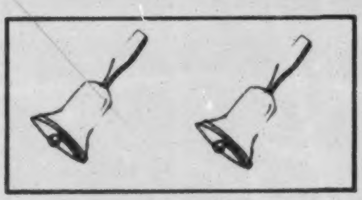

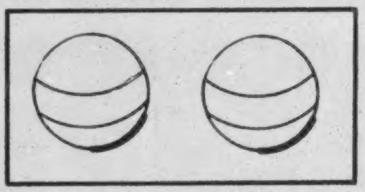

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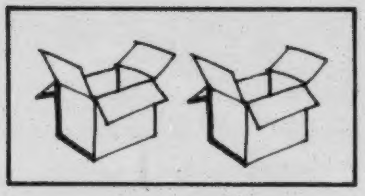
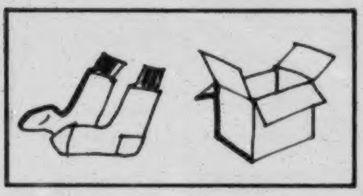
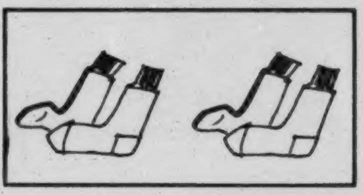

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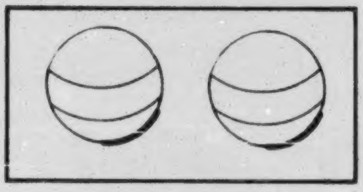
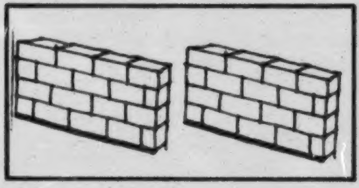
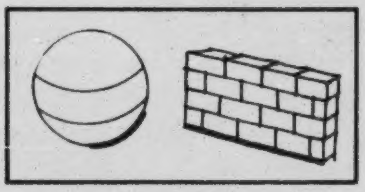

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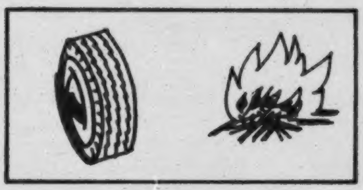
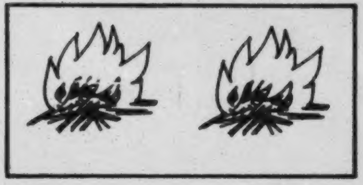
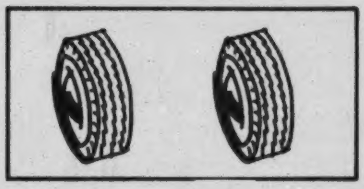

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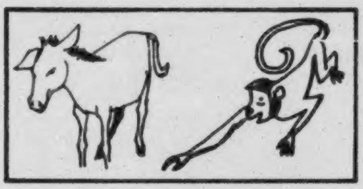
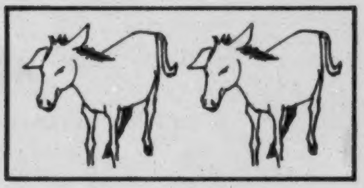
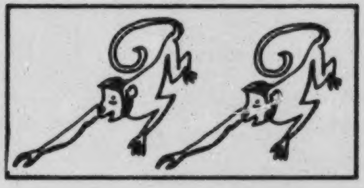

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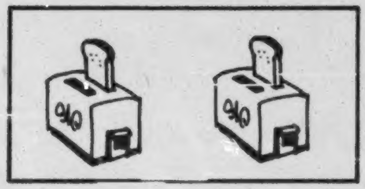
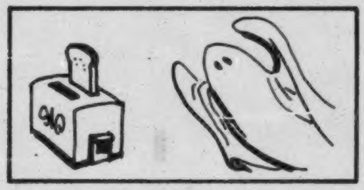
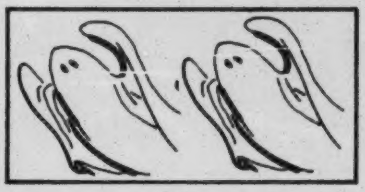

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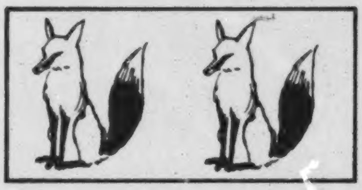
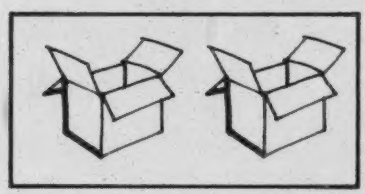
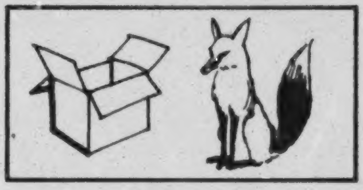

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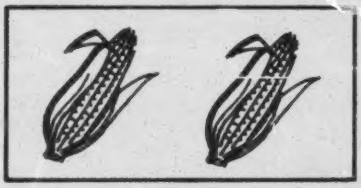
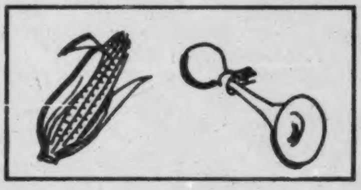
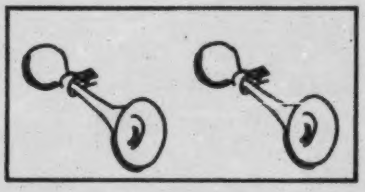

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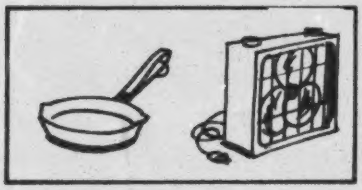
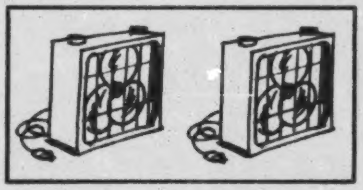
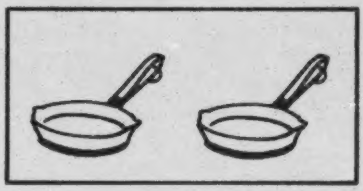

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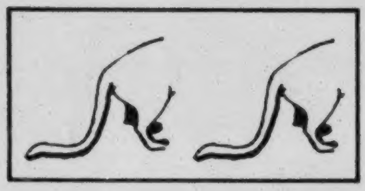
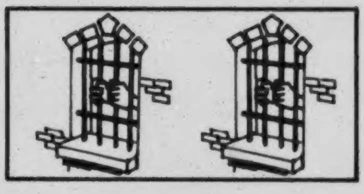
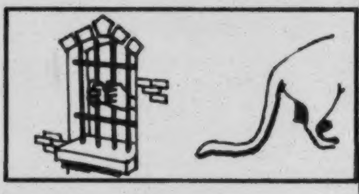

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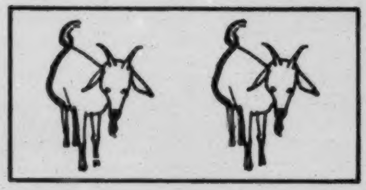
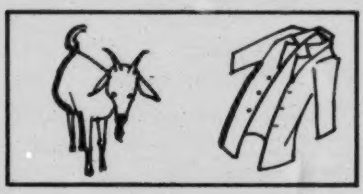
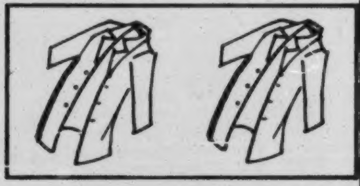

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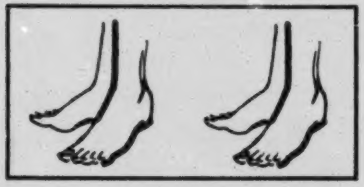
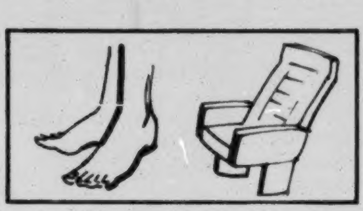
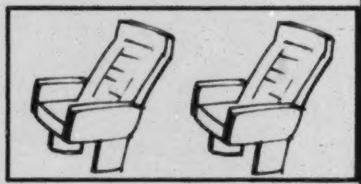

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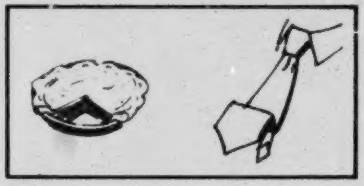
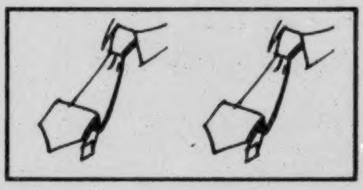
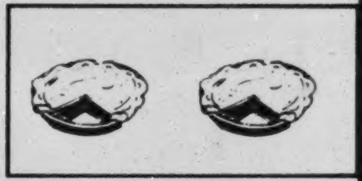

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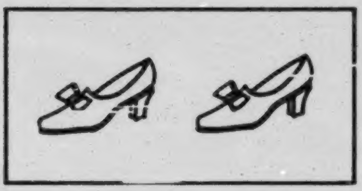
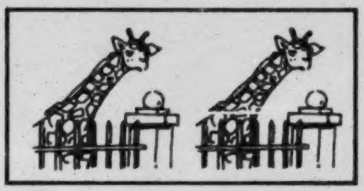
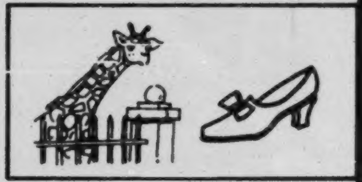

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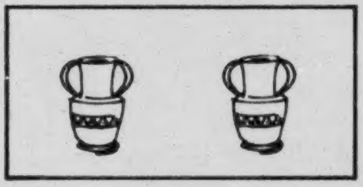
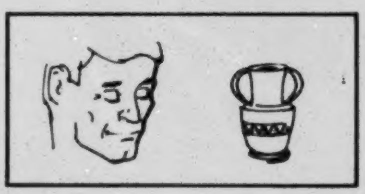
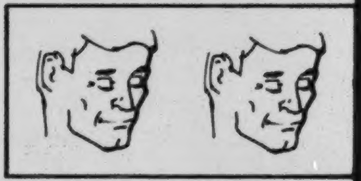

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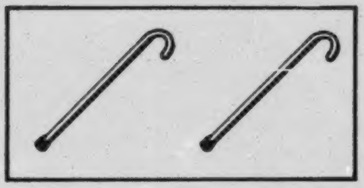
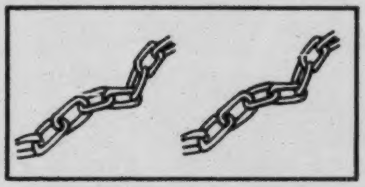
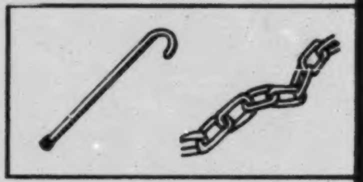

CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

AUDITORY DISCRIMINATION TEST 2 (Yellow)

Directions for Administration

MATERIAL: Child's Test Booklet\Markers

PROCEDURE:

Sample A - Say,

IN THIS TEST WE ARE GOING TO LOOK AT SOME PICTURES AND LISTEN TO SOME WORDS.

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) NEXT TO THE STAR THERE ARE SOME BOXES WITH PICTURES IN THEM. LISTEN CAREFULLY WHILE I TELL YOU WHAT THE PICTURES ARE. (Demonstrate by pointing to pictures as they are named.) THIS BOX HAS A PICTURE OF A HAT AND A HAT IN IT. HERE IS A CAT AND A CAT. HERE IS A HAT AND A CAT. LISTEN AGAIN. HAT-HAT, CAT-CAT, HAT-CAT. NOW PUT YOUR FINGER ON THE BOX THAT HAS THE PICTURE OF THE HAT-CAT IN IT. (Check to see that all are pointing to the correct response.) NOW MARK AN "X" ON THE BOX THAT HAS THE PICTURE OF THE HAT-CAT IN IT. (Pause.) DID YOU ALL MARK AN "X" ON THE PICTURE OF THE HAT-CAT HERE? (Demonstrate.) GOOD. (Check to make sure that all children have marked the correct response.)

Sample B- Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. (Check to see that all children have the correct row.) THIS IS A PICTURE OF A CLOWN-CLOUD. THIS IS A CLOUD-CLOUD. THIS IS A CLOWN-CLOWN. LISTEN

AGAIN. CLOWN-CLOUD, CLOUD-CLOUD, CLOWN-CLOWN. (Demonstrate by pointing.) NOW LISTEN CAREFULLY TO WHAT I SAY BECAUSE I CAN SAY IT ONLY ONE TIME. READY? MARK AN "X" ON THE CLOUD-CLOUD. (Pause.) DID YOU MARK AN "X" ON THE PICTURE OF THE CLOUD-CLOUD HERE? (Demonstrate.) GOOD. (Check to see that all children have marked the correct response.)

Sample C- Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. (Check to see that all have the correct row.) THIS IS A BALL-BELL, A BELL-BELL, A BALL-BALL. (Demonstrate.) NOW LISTEN CAREFULLY. READY? MARK AN "X" ON THE BALL-BELL. (Pause.) DID YOU ALL MARK AN "X" ON THE BALL-BELL HERE? (Check to see that all did.)

Give the children as much help as needed with the samples so that all understand the test procedure before starting the items below.

Test Items

Item 1- Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR. THIS IS A BOX-BOX, A SOCKS-BOX, A SOCKS-SOCKS. (Point.) LISTEN CAREFULLY. MARK AN "X" ON THE SOCKS-BOX.

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Enunciate each pair of words clearly, but without over-exaggeration of initial or final consonants. Give each word equal emphasis. Pause briefly between words, slightly longer between word pairs. Name each picture pair only once.

Item	Marker	MARK AN "X" ON THE
2	ball	BALL-WALL
3	arrow	TIRE-TIRE
4	star	DONKEY-MONKEY
5	ball	TOAST-GHOST
6	arrow	BOX-FOX
7	star	CORN-CORN
8	ball	PAN-FAN

Item 9- Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. THIS IS A TAIL-TAIL, A JAIL-JAIL, A JAIL-TAIL. (Point.) LISTEN CAREFULLY. MARK AN "X" ON THE TAIL-TAIL.

Pre-Reading Skills Battery
Auditory Discrimination Test 2 (Yellow) May, 1971

Use the above format for the test items below.

Item	Marker	MARK AN "X" ON THE
10	star	GOAT-COAT
11	ball	FEET-SEAT
12	arrow	PIE-TIE
13	star	ZOO-ZOO
14	ball	FACE-FACE
15	arrow	CANE-CHAIN

167

Pre-reading Skills Battery Pilot / May 1971

Child's Name ______________________________ Date ______________

School ____________________ Class ______ Teacher ____________________

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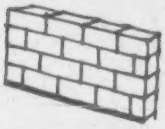
School	Class	Child	Ethnic	SES	Sex	Test	

Auditory Discrimination -Test 3



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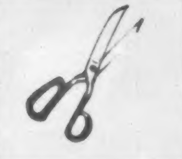
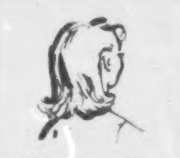
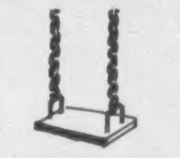
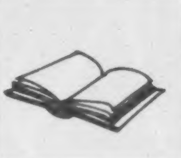
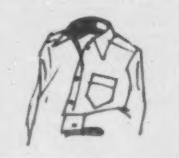
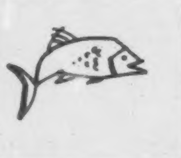
168

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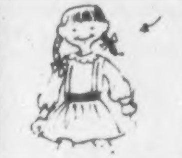
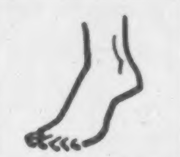
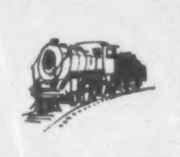
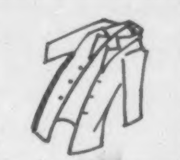
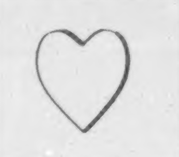
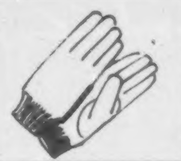

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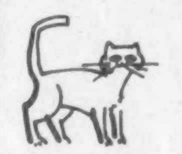
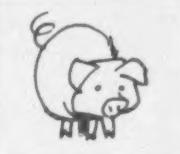
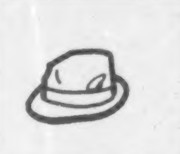
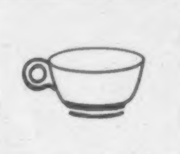
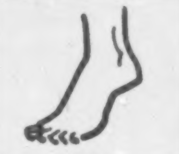
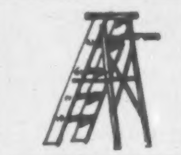

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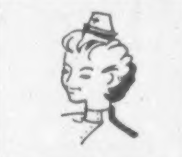
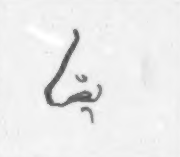
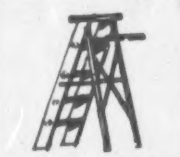
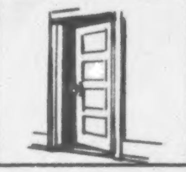
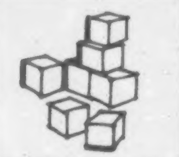
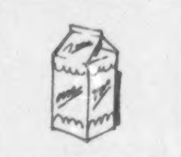

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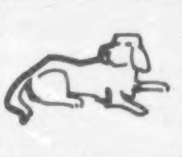
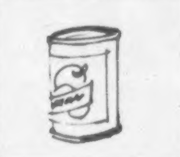
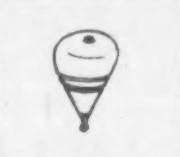
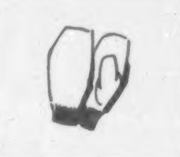
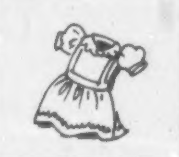
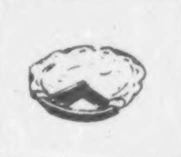

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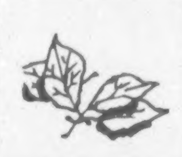
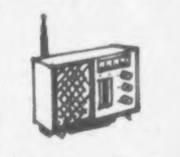
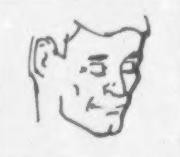
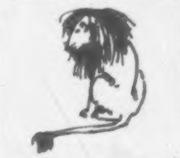
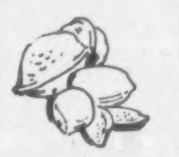
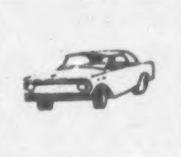

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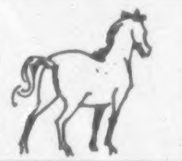
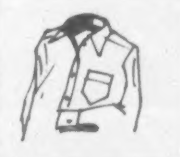
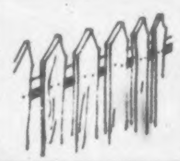
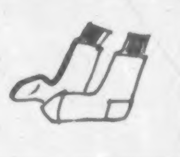
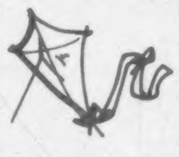
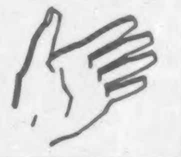

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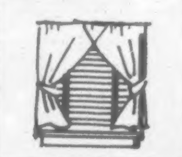
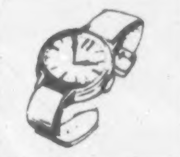
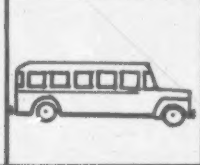
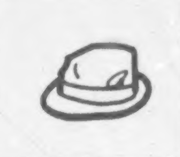
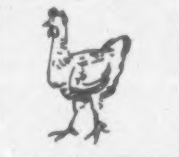
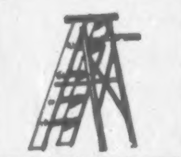

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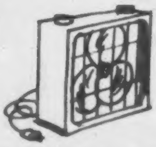

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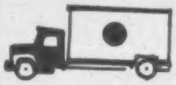

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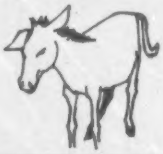

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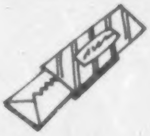

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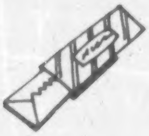

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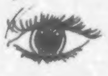

170

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CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

AUDITORY DISCRIMINATION TEST 3 (Buff)

Directions for Administration

MATERIAL: Child's Test Booklet/Markers

PROCEDURE:

Say,

IN THIS TEST WE ARE GOING TO LISTEN TO SOME SOUNDS AT THE BEGINNING OF WORDS. HERE IS A PENCIL, AND HERE IS SOME PAPER. (Hold up a pencil and a piece of paper. Say the words with a slight emphasis on the beginning sound.)

LISTEN AGAIN. PENCIL-PAPER. THINK HOW THESE WORDS SOUND AT THE BEGINNING. PENCIL-PAPER. DO THESE WORDS BEGIN WITH THE SAME SOUND? PENCIL-PAPER. YES, THEY DO. PENCIL-PAPER.

LET'S TRY ANOTHER ONE. HERE IS A PENCIL, AND HERE IS A HAND. LISTEN. PENCIL-HAND. THINK HOW THESE WORDS SOUND AT THE BEGINNING. PENCIL-HAND. DO THESE WORDS BEGIN WITH THE SAME SOUND? PENCIL-HAND. NO, THEY DO NOT. PENCIL-HAND.

Sample A- Say,

NOW LET'S LOOK AT THE PAPER. PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Demonstrate by holding up a test booklet. Make sure that all of the children are looking at the same row.) NEXT TO THE STAR THERE IS A LITTLE BOX, AND THEN MORE BOXES OVER HERE IN THE SAME ROW. (Demonstrate.) THE FIRST LITTLE BOX HAS A PICTURE OF A KEY IN IT. (Demonstrate.) PUT YOUR FINGER ON THE BOX WITH THE PICTURE OF THE KEY IN IT. (Check to see that all children are pointing to the correct box.) NOW LOOK AT THE OTHER BOXES WHILE I TELL YOU THE NAMES OF THE PICTURES. HERE IS A DOOR, A TIE, A CAP, A TURTLE, A WHEEL. (Point as you name the pictures.)

LISTEN AGAIN. DOOR, TIE, CAP, TURTLE, WHEEL. ONE OF THESE BEGINS WITH THE SAME SOUND AS KEY. THINK HOW KEY SOUNDS AT THE BEGINNING. THINK HOW DOOR SOUNDS AT THE BEGINNING. LISTEN, KEY-DOOR. DOES DOOR BEGIN WITH THE SAME SOUND AS KEY? NO, IT DOES NOT. LISTEN AGAIN. KEY-TIE. THINK HOW THESE SOUND AT THE BEGINNING. DOES TIE BEGIN WITH THE SAME SOUND AS KEY? NO, IT DOES NOT. LISTEN AGAIN. KEY-CAP. THINK HOW THESE WORDS SOUND AT THE BEGINNING. DOES CAP BEGIN WITH THE SAME SOUND AS KEY? YES, IT DOES. KEY-CAP. NOW MARK AN "X ON THE CAP TO SHOW THAT IT BEGINS WITH THE SAME SOUND AS KEY. (Check to see that all children have marked the correct response.)

Sample B- Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. (Check to see that all of the children have the correct box.) PUT YOUR FINGER ON THE FIRST BOX WITH THE RING IN IT. NOW LOOK AT THE PICTURES IN THE OTHER BOXES OVER HERE. (Point.) HERE IS A ROPE, SOCKS, CRUTCHES, BELL, HAT. ONE OF THESE BEGINS WITH THE SAME SOUND AS RING.

(Point to the ring.) THINK HOW RING SOUNDS AT THE BEGINNING. THINK HOW THE OTHERS SOUND AT THE BEGINNING. RING-ROPE, RING-SOCKS, RING-CRUTCHES, RING-BELL, RING-HAT. DOES ROPE BEGIN WITH THE SAME SOUND AS RING? YES, IT DOES. RING-ROPE. MARK AN "X" ON THE ROPE TO SHOW THAT IT BEGINS WITH THE SAME SOUND AS RING. (Check to see that all children have marked the correct response.)

Sample C- Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. (Check to see that all of the children have the correct row.) PUT YOUR FINGER ON THE FIRST BOX WITH THE PIE IN IT. NOW LOOK AT THE PICTURES IN THE OTHER BOXES IN THE SAME ROW. WALL, TOP, MONKEY, SUN, PAN, THINK HOW PIE SOUNDS AT THE BEGINNING. THINK HOW THE OTHERS SOUND AT THE BEGINNING. WALL, TOP, MONKEY, SUN, PAN. ONE OF THESE BEGINS WITH THE SAME SOUND AS PIE. MARK AN "X" ON THE ONE THAT BEGINS WITH THE SAME SOUND AS PIE. (Pause.) DID YOU MARK AN "X" ON THE PAN HERE? (Demonstrate.) GOOD. PAN BEGINS WITH THE SAME SOUND AS PIE. PIE-PAN.

Give the children as much help as needed with the three samples so that all understand the test procedure before starting the items below.

Test Items

Item 1- Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR. PUT YOUR FINGER ON THE FIRST BOX WITH THE SCISSORS IN IT. NOW LOOK AT

Pre-Reading Skills Battery
Auditory Discrimination -Test 3 (Buff)

THE OTHER PICTURES. HAIR, SWING, BOOK, SHIRT, FISH. (Point.) ONE OF THESE BEGINS WITH THE SAME SOUND AS SCISSORS, HAIR, SWING, BOOK, SHIRT, FISH. MARK AN "X" ON THE ONE THAT BEGINS WITH THE SAME SOUND AS SCISSORS.

Do not help the children with this or any subsequent item. Use the above format for each of the items below.

Pronounce each word clearly, with a slight emphasis on the initial consonant. Pause briefly between words. Say each word only twice, as indicated in the format above.

Item	Marker	First Picture	Other Picture	Mark an "X" ON THE one that begins like
2.	ball	Girl	FOOT-TRAIN-COAT HEART-GLOVES	GIRL
3.	arrow	Cat	FIG-HAT-CUP-FOOT-LADDER	CAT
4.	star	Nurse	NOSE-LADDER-DOOR BLOCKS-MILK	NURSE
5.	ball	Dog	CAN-TOP-MITTENS-DRESS-PIE	DOG
6.	arrow	Leaves	RADIO-MAN-LION-NUTS-CAR	LEAVES
7.	star	Horse	SHIRT-FENCE-SOCKS-KITS-HAND	HORSE
8.	ball	WINDOW	WATCH-BUS-HAT-CHICKEN-LADDER	WINDOW

Item 9 - Say,

NOW TURN THE PAGE. (Make sure that all children have turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW OF PICTURES

Pre-Reading Skills Battery
Auditory Discrimination Test 3 (Buff)

May, 1971

NEXT TO THE ARROW. PUT YOUR FINGER ON THE FIRST BOX WITH THE SHOE IN IT. NOW LOOK AT THE OTHER PICTURES. HAIR, SHEEP, FAN, TOP, SOAP. (Point.) ONE OF THESE BEGINS WITH THE SAME SOUND AS SHOE---HAIR, SHEEP, FAN, TOP, SOAP. MARK AN "X" ON THE ONE THAT BEGINS WITH THE SAME SOUND AS SHOE.

Use the above format for each of the items below.

Item	Marker	First Picture	Other Pictures	MARK AN "X" ON THE ONE THAT BEGINS LIKE
10	star	TREE	BAG-CAR-FINGER-TRUCK-STOVE	TREE
11	ball	SCARF	FOOT-HEART-PANTS-BOOK-SKATE	SCARF
12	arrow	CRAYONS	LADDER-CRUTCHES-PIN-TOP-DONKEY	CRAYONS
13	star	BREAD	GUM-LADDER-MATCH-BRUSH-NOSE	BREAD
14	ball	AMBULANCE	APPLE-GUM-APRON-BELL-MATCH	AMBULANCE
15	arrow	IRON	TELEVISION-FISH-EYE-PAN-EGGS	IRON

Pre-reading Skills Battery

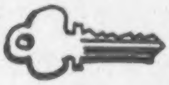
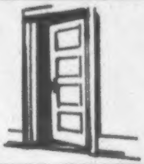
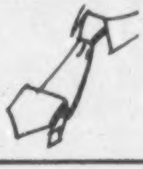
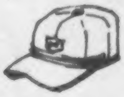
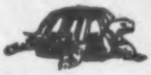
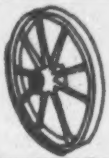
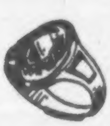
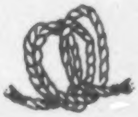
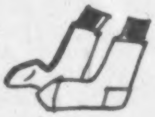
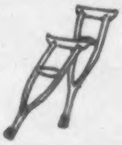
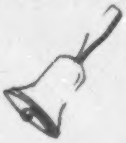
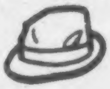
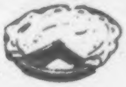
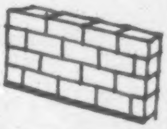
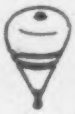
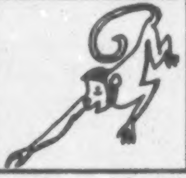
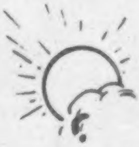
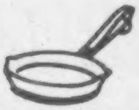
Pilot / May 1971

Child's Name ______________________________ Date ______________

School ____________________ Class ______ Teacher ____________________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

Auditory Discrimination -Test 3

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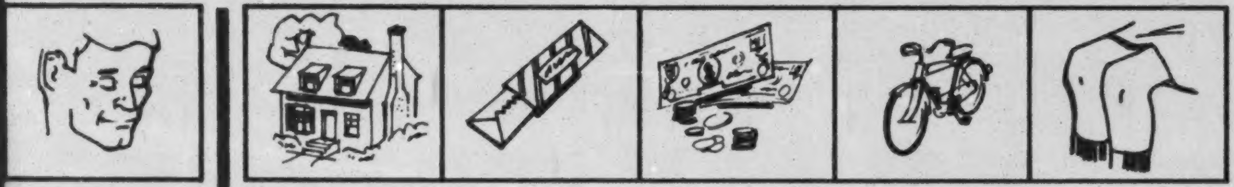

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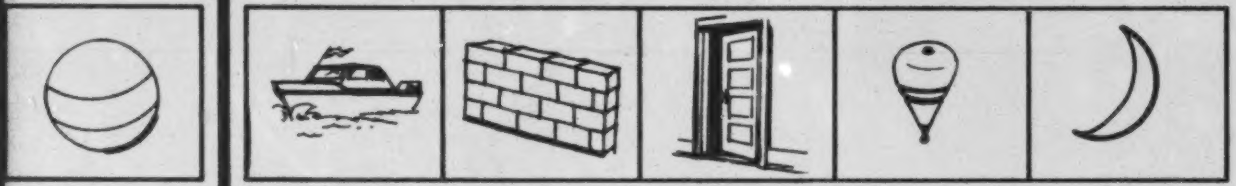

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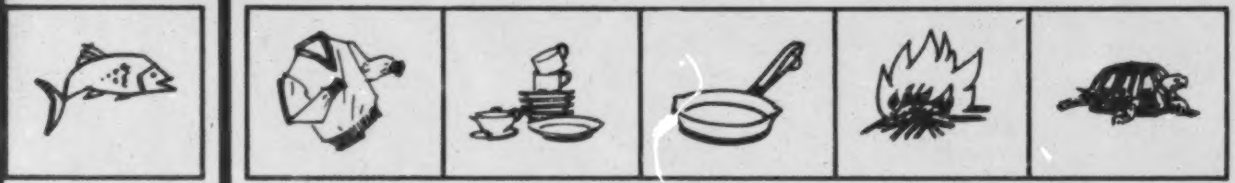

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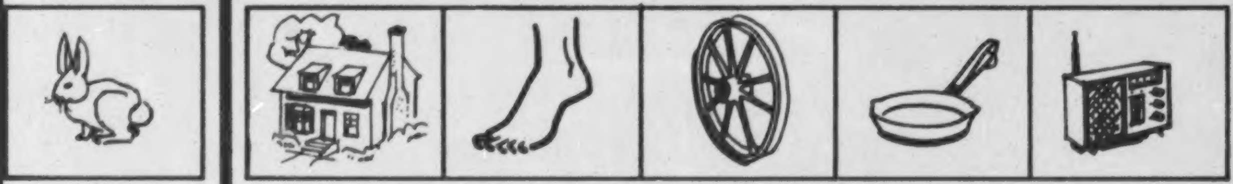

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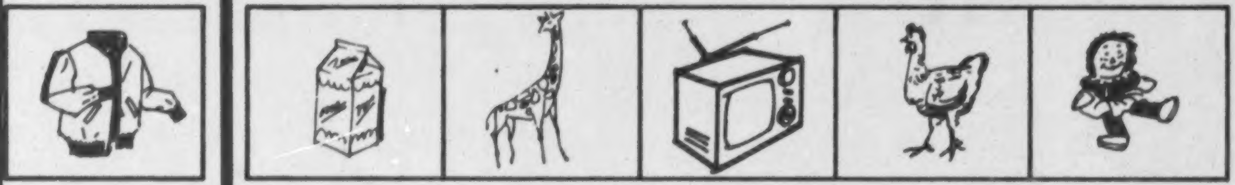

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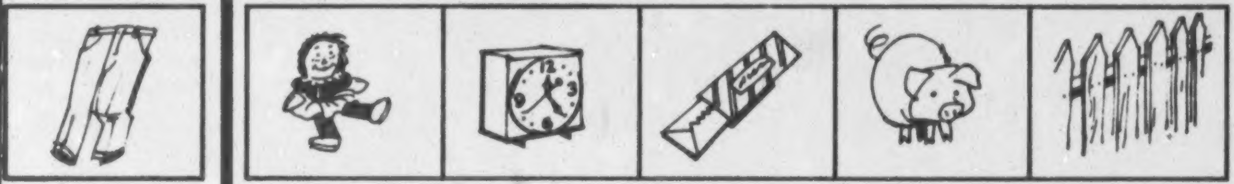

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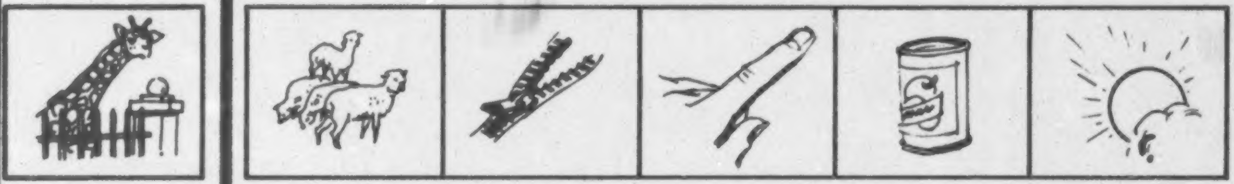

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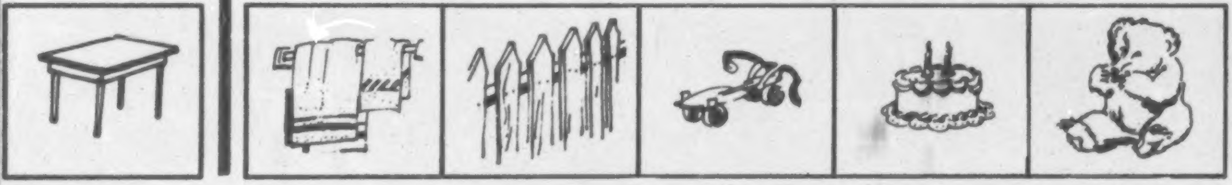

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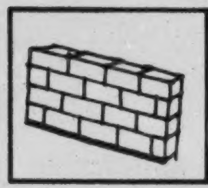

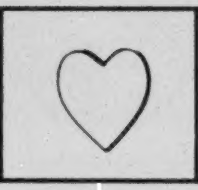

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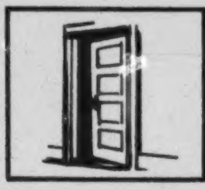

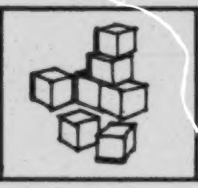

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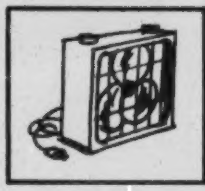

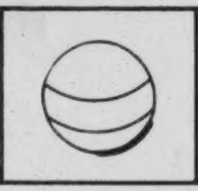

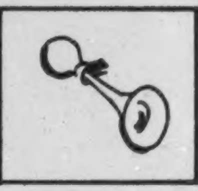

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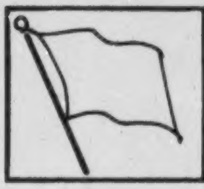
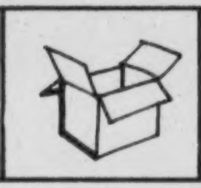

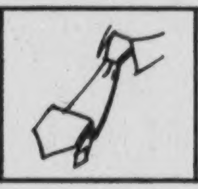

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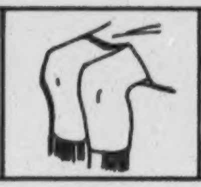
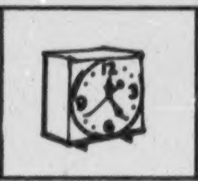

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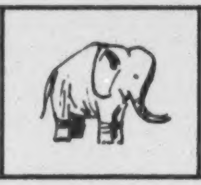


Center for Urban Education

Pre-Reading Skills Battery
Pilot Testing
May, 1971

AUDITORY DISCRIMINATION TEST 3 (Yellow)
Directions for Administration

MATERIAL: Child's Test Booklet
Markers

PROCEDURE: Say,

IN THIS TEST WE ARE GOING TO LISTEN TO SOME SOUNDS AT THE BEGINNING OF WORDS. HERE IS A PENCIL, AND HERE IS SOME PAPER. (Hold up a pencil and a piece of paper. Say the words with a slight emphasis on the beginning sound.)

LISTEN AGAIN. PENCIL-PAPER. THINK HOW THESE WORDS SOUND AT THE BEGINNING. PENCIL-PAPER. DO THESE WORDS BEGIN WITH THE SAME SOUND? PENCIL-PAPER. YES, THEY DO. PENCIL-PAPER.

LET'S TRY ANOTHER ONE. HERE IS A PENCIL, AND HERE IS A HAND. LISTEN. PENCIL-HAND. THINK HOW THESE WORDS SOUND AT THE BEGINNING. PENCIL-HAND. DO THESE WORDS BEGIN WITH THE SAME SOUND? PENCIL-HAND. NO, THEY DO NOT. PENCIL-HAND.

Sample A- Say,

NOW LET'S LOOK AT THE PAPER. PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Demonstrate by holding up a test booklet. Make sure that all of the children are looking at the same row.) NEXT TO THE STAR THERE IS A LITTLE BOX, AND THEN MORE BOXES OVER HERE IN THE SAME ROW. (Demonstrate.) THE FIRST LITTLE BOX HAS A PICTURE OF A KEY IN IT. (Demonstrate.) PUT YOUR FINGER ON THE BOX WITH THE PICTURE OF THE KEY IN I T. (Check to see that all children are pointing to the correct box.) NOW LOOK AT THE OTHER BOXES WHILE I TELL YOU THE NAMES OF THE PICTURES. HERE IS A DOOR, A TIE, A CAP, A TURTLE, A WHEEL. (Point as you name the pictures.)

LISTEN AGAIN. DOOR, TIE, CAP, TURTLE, WHEEL. ONE OF THESE BEGINS WITH THE SAME SOUND AS KEY. THINK HOW KEY SOUNDS AT THE BEGINNING. THINK HOW DOOR SOUNDS AT THE BEGINNING. KEY-DOOR. DOES DOOR BEGIN WITH THE SAME SOUND AS KEY? NO, IT DOES NOT. LISTEN AGAIN. KEY-TIE. THINK HOW THESE SOUND AT THE BEGINNING. DOES TIE BEGIN WITH THE SAME SOUND AS KEY? NO, IT DOES NOT. LISTEN AGAIN. KEY-CAP. THINK HOW THESE WORDS SOUND AT THE BEGINNING. DOES CAP BEGIN WITH THE SAME SOUND AS KEY? YES, IT DOES. KEY-CAP. NOW MARK AN "X" ON THE CAP TO SHOW THAT IT BEGINS WITH THE SAME SOUND AS KEY. (Check to see that all children have marked the correct response.)

Sample B- Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. (Check to see that all of the children have the correct row.) PUT YOUR FINGER ON THE FIRST BOX WITH THE RING IN IT. NOW LOOK AT THE PICTURES IN THE OTHER BOXES OVER HERE. (Point.) HERE IS A ROPE, SOCKS, CRUTCHES, BELL, HAT. ONE OF THESE BEGINS WITH THE SAME SOUND AS RING. (Point to the ring.) THINK HOW RING SOUNDS AT THE BEGINNING. THINK HOW THE OTHERS SOUND AT THE BEGINNING. RING-ROPE, RING-SOCKS, RING-CRUTCHES, RING-BELL, RING-HAT. DOES ROPE BEGIN WITH THE SAME SOUND AS RING? (Check to see that all children have marked the correct response.)

Sample C- Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. (Check to see that all of the children have the correct row.) PUT YOUR FINGER ON THE FIRST BOX WITH THE PIE IN IT. NOW LOOK AT THE PICTURES IN THE OTHER BOXES IN THE SAME ROW. WALL, TOP, MONKEY, SUN, PAN. THINK HOW PIE SOUNDS

AT THE BEGINNING. THINK HOW THE OTHERS SOUND AT THE BEGINNING. WALL, TOP, MONKEY, SUN, PAN. ONE OF THESE BEGINS WITH THE SAME SOUND AS PIE. MARK AN "X" ON THE ONE THAT BEGINS WITH THE SAME SOUND AS PIE. (Pause) DID YOU MARK AN "X" ON THE PAN HERE? GOOD. PAN BEGINS WITH THE SAME SOUND AS PIE. PIE-PAN.

Give the children as much help as needed with the three samples so that all understand the test procedure before starting the items below.

Test Items

Item 1- Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR. PUT YOUR FINGER ON THE FIRST BOX WITH OTHER PICTURES. HOUSE, GUM, MONEY, BICYCLE, KNEES. (Point.) ONE OF THESE BEGINS WITH THE SAME SOUND AS MAN -- HOUSE, GUM, MONEY, BICYCLE, KNEES. MARK AN "X" ON THE ONE THAT BEGINS WITH THE SAME SOUND AS MAN.

Do not help the children with this or any subsequent item. Use the above format for each of the items below.

Pronounce each word clearly, with a slight emphasis on the initial consonant. Pause beiefly between words. Say each word only twice, as indicated in the format above.

AUDITORY DISCRIMINATION TEST 3
(Yellow)

Item	Marker	First Picture	Other Pictures	MARK AN "X" ON THE ONE THAT BEGINS LIKE
2	ball	BALL	BOAT-WALL-DOOR-TOP-MOON	BALL
3	arrow	FISH	SWEATER-DISHES-PAN-FIRE-TURTLE	FISH
4	star	RABBIT	HOUSE-FOOT-WHEEL-PAN-RADIO	RABBIT
5	ball	JACKET	MILK-GIRAFFE-TELEVISION-CHICKEN-DOLL	JACKET
6	arrow	PANTS	DOLL-CLOCK-GUM-PIG-FENCE	PANTS
7	star	ZOO	SHEEP-ZIPPER-FINGER-CAN-SUN	ZOO
8	ball	TABLE	TOWEL-FENCE-SKATE-CAKE-BEAR	TABLE

Item 9- Say,

NOW TURN THE PAGE. (Make sure all children have turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. PUT YOUR FINGER ON THE FIRST BOX WITH THE CHILDREN IN IT. NOW LOOK AT THE OTHER PICTURES. WALL, TABLE, HEART, STOVE, CHURCH. (Point.) ONE OF THESE BEGINS WITH THE SAME SOUND AS CHILDREN -- WALL, TABLE, HEART, STOVE, CHURCH. MARK AN "X" ON THE ONE THAT BEGINS WITH THE SAME SOUND AS CHILDREN.

AUDITORY DISCRIMINATION TEST 3
(Yellow)

Use the above format for the items below.

Item	Marker	First Picture	Other Pictures	MARK AN "X" ON THE ONE THAT BEGINS LIKE
10	star	BLANKET	DOOR-MONKEY-BLOCKS-TIE-WHEEL	BLANKET
11	ball	STORE	FAN-FOOT-BALL-STAIRS-HORN	STORE
12	arrow	FLOWER	FLAG-BOX-MOON-TIE-SUN	FLOWER
13	star	CLOUD	CHAIR-KNEES-CLOCK-HAT-WINDOW	CLOUD
14	ball	SNOWMAN	HAIR-BOAT-FENCE-TOAST-SNAKE	SNOWMAN
15	arrow	ELBOW	LADDER-ELEPHANT-MONEY-EAR-APRON	ELBOW

183

Pre-reading Skills Battery

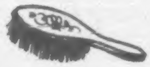
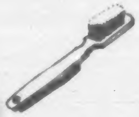
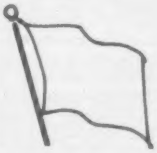
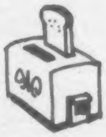
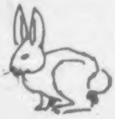
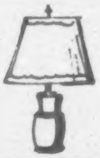
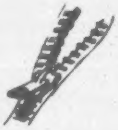
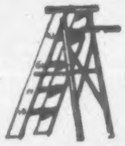
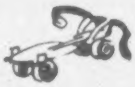
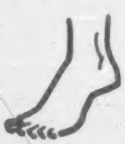
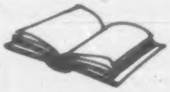
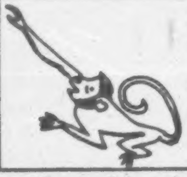
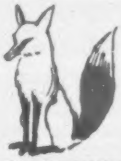
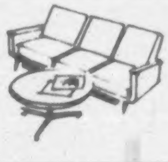
Pilot / May 1971

Child's Name ______________________________ Date ______________

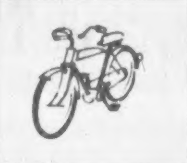
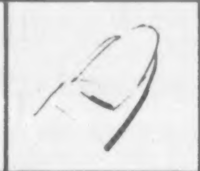
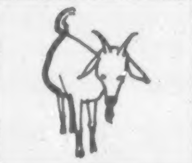
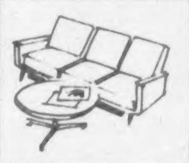
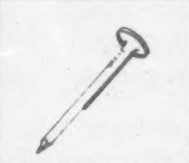
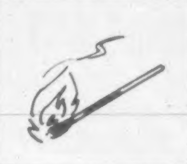
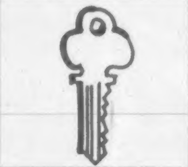
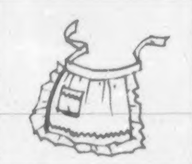
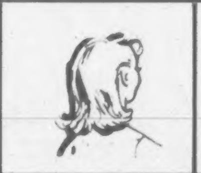
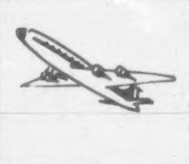
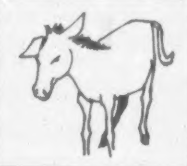
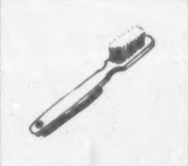
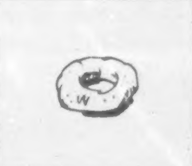
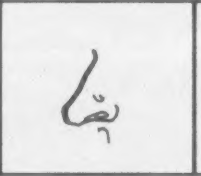
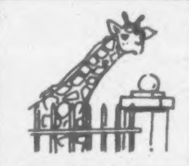
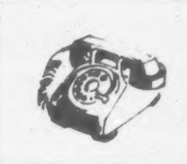
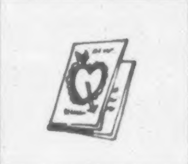
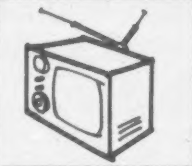
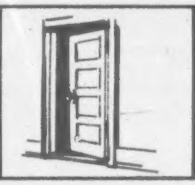
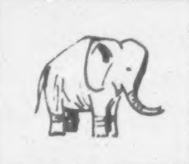
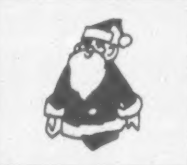
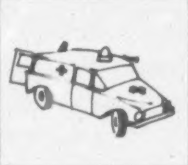
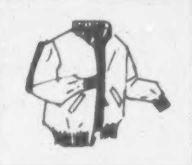
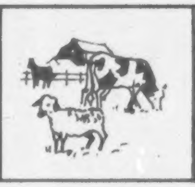
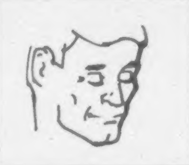
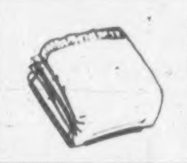
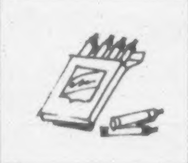
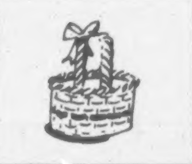
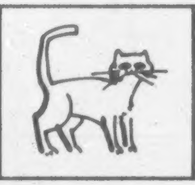
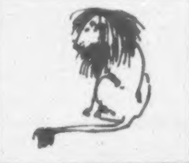
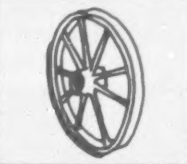
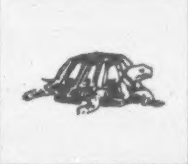
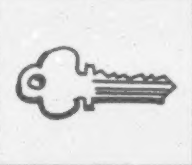
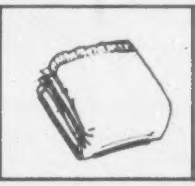
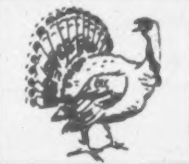
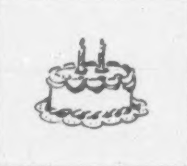
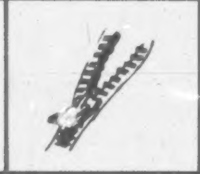
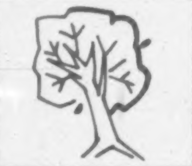
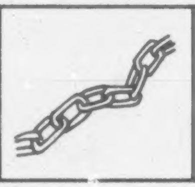
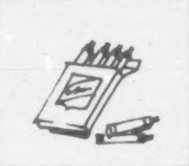
School ____________________ Class ______ Teacher ______________________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

Auditory Blending

☆					
○					
⇨					

Developed by the Center for Urban Education

☆ 1						7-51 1 2 3 4 5 6
○ 2						7-52 1 2 3 4 5 6
⇨ 3						7-53 1 2 3 4 5 6
☆ 4						7-54 1 2 3 4 5 6
○ 5						7-55 1 2 3 4 5 6
⇨ 6						7-56 1 2 3 4 5 6
☆ 7						7-57 1 2 3 4 5 6
○ 8						7-58 1 2 3 4 5 6

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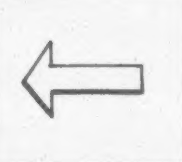
☆ 9						7-59 1 2 3 4 5 6
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☆ 15						7-65 1 2 3 4 5 6

CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

AUDITORY BLENDING (Buff)

Directions for Administration

MATERIAL: Child's Test Booklet/Markers

PROCEDURE:

Note: It is essential that the examiner follow precisely the instructions given for pronouncing the words on this test.

Sample A- Say,

IN THIS TEST WE ARE GOING TO LISTEN TO SOME WORDS.

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) LISTEN WHILE I SAY THE NAMES OF THE PICTURES. HERE IS A BRUSH, A TOOTHBRUSH, A FLAG, A TOASTER, A TELEVISION. (Demonstrate by pointing as the pictures are named.) NOW I AM GOING TO SAY THE NAME OF ONE OF THESE PICTURES. I WILL SAY THE NAME IN LITTLE PARTS, AND I WANT YOU TO LISTEN CAREFULLY TO SEE IF YOU CAN HEAR THE WORD I SAY. READY? LISTEN CAREFULLY. TOOTH-BRUSH. DID YOU HEAR A WORD? YES, IT WAS TOOTHBRUSH. NOW MARK AN "X" ON THE PICTURE OF THE WORD I SAID--TOOTH-BRUSH. (Pause.) DID YOU ALL MARK AN "X" ON THE PICTURE OF THE TOOTHBRUSH HERE? (Point.) GOOD. THAT IS THE PICTURE OF THE WORD I SAID.

Sample B- Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. (Check to see that all of the children have the correct row.) THIS IS A RABBIT, LAMP, ZIPPER, LADDER, SKATE. NOW I AM GOING TO SAY

THE NAME OF ONE OF THESE PICTURES IN LITTLE PARTS. LISTEN CAREFULLY, SO THAT YOU CAN FIND THE PICTURE OF THE WORD I SAY. READY? LISTEN CAREFULLY. LAD-DER. MARK AN "X" ON THE PICTURE OF THE LAD-DER. (Pause.) DID YOU MARK AN "X" ON THE LADDER HERE? (Demonstrate.) GOOD. THAT IS THE PICTURE OF THE WORD I SAID.

Sample C- Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. (Check to see that all of the children have the correct row.) THIS IS A FOOT, BOOK, MONKEY, FOX, FURNITURE. NOW LISTEN CAREFULLY. FOO-T. MARK AN "X" ON THE PICTURE OF FOO-T. (Pause.) DID YOU MARK THE PICTURE OF THE FOOT HERE (Demonstrate.) GOOD. FOOT IS THE WORD I SAID IN LITTLE PARTS.

Give the children as much help as needed with the three samples so that all understand the test procedure before starting the items below.

Test Items

Item 1- Say,

NOW TURN THE PAGE, (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR. THIS IS A BICYCLE, FINGERNAIL, DONKEY, FURNITURE, NAIL. NOW LISTEN CAREFULLY. FINGER-NAIL MARK AN "X" ON THE PICTURE OF FINGER-NAIL. Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Pre-Reading Battery
Auditory Blending (Buff)

May, 1971

Pronounce each word in the exact sound units listed below. Pauses, which are indicated by "-", should be about one second in length. Do not say the words more than the two times provided for in the format.

Item	Marker	Picture Names	MARK AN "X" ON
2	ball	MATCHES-KEY-APRON-HAIR-AIRPLANE	AIR-PLANE
3	arrow	DONKEY-TOOTHBRUSH-DONUT-NOSE ZOO	DO-NUT
4	star	TELEPHONE-VALENTINE-TELEVISION-DOOR-ELEPHANT	TEL-E-PHONE
5	ball	SANTA CLAUS-AMBULANCE-JACKET-ANIMALS-MAN	AN-I-MALS
6	arrow	BLANKET-CRAYONS-BASKET-CAT-LION	BAS-KET
7	star	WHEEL-TURTLE-KEY-BLANKET-TURKEY	TUR-KEY
8	ball	CAKE-ZIPPER-TREE-CHAIN-CRAYONS	CA-KE

Item 9- Say,

NOW TURN THE PAGE. (Make sure that all children have turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. THIS IS A GIRL, HAIR, ARROW, CLOWN, HEART. LISTEN CAREFULLY. HAI-R. MARK AN "X" ON THE PICTURE OF THE HAI-R.

May, 1971

Pre- Reading Battery
Auditory Blending (Buff)

Use the above format for the test items below.

Item	Marker	Picture Names	MARK AN "X" ON
10	star	HAT-TIES-LADDER-TOYS-TOWELS	TOY-S
11	ball	RABBIT-COW-PIG-HOUSE-FLOWER	C-CW
12	arrow	MOUSE-GLASSES-LEAVES-WINDOW GLOVES	GLO-VES
13	star	RAIN-SEAT-UMBRELLA-TRAIN-APRON	TRAI-N
14	ball	DRUM-CHILDREN-GUM-CAKE-UMBRELLA	DRU-M
15	arrow	MITTENS-EGGS-SANDWICH-LAMP-PANTS	LA-M-P

Pre-reading Skills Battery **Pilot / May 1971**

Child's Name ______________________ Date __________

School ______________ Class ______ Teacher ______________

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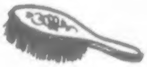
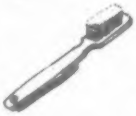
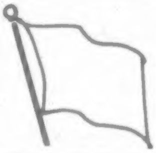
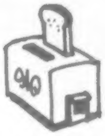
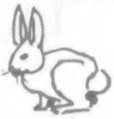
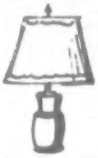
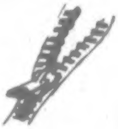
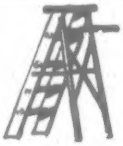
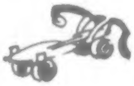
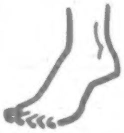
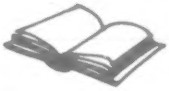
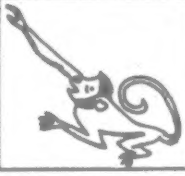
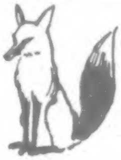
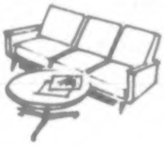
School	Class	Child	Ethnic	SES	Sex	Test	

Auditory Blending

☆					
○					
⇨					

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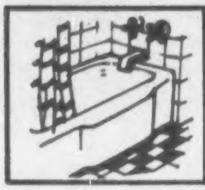

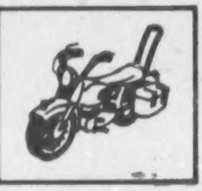

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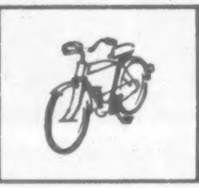

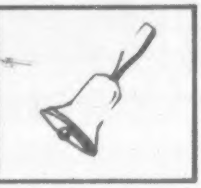

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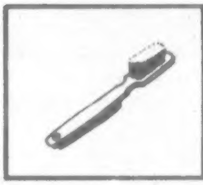

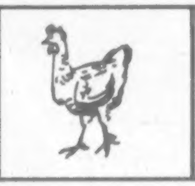
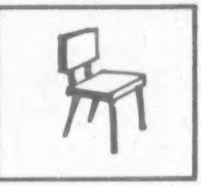

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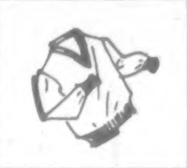
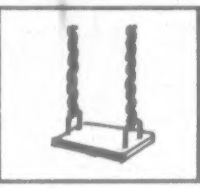
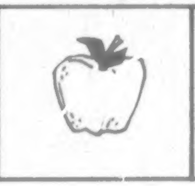

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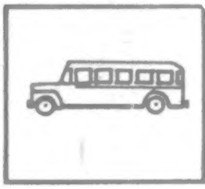
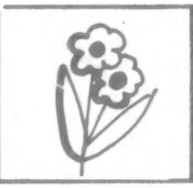
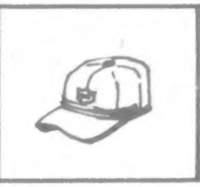

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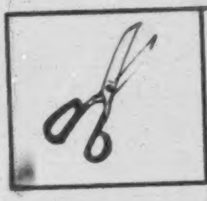
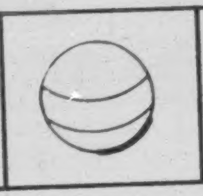
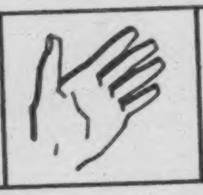
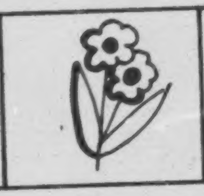
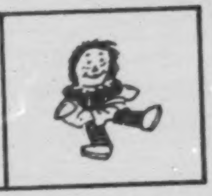

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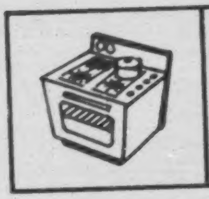
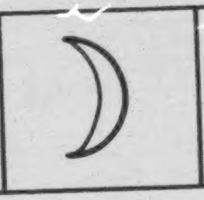
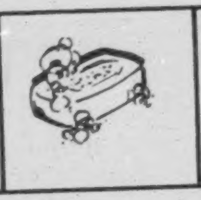
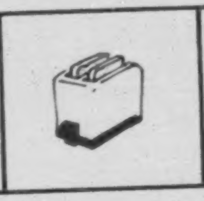
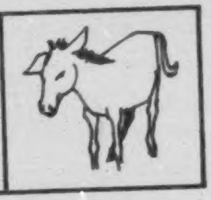

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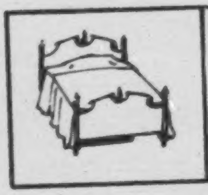
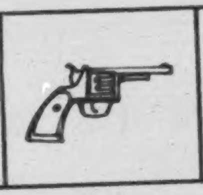
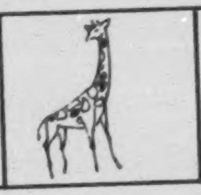
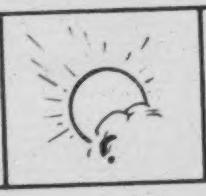
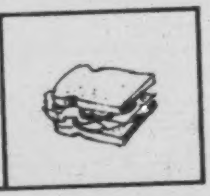

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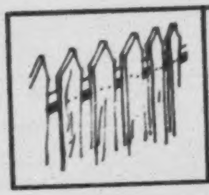
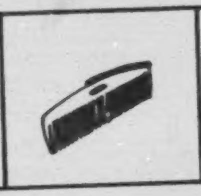
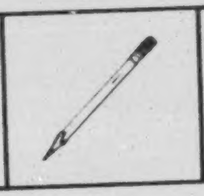
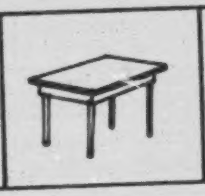
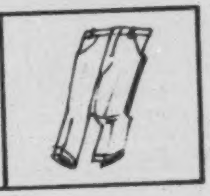

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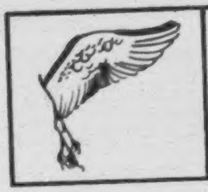
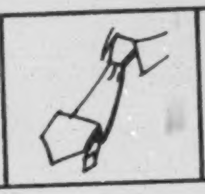
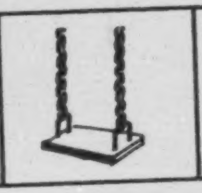
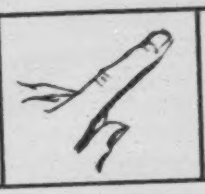
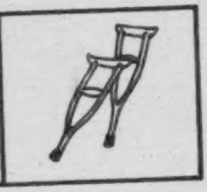

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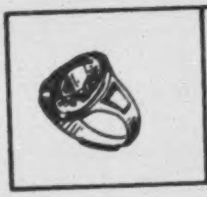
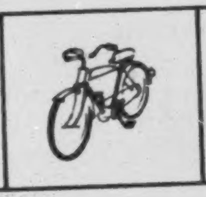
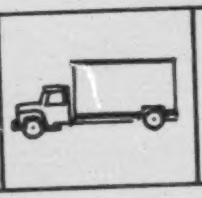
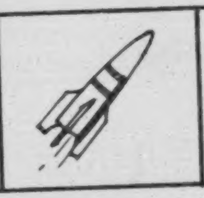
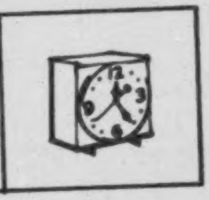

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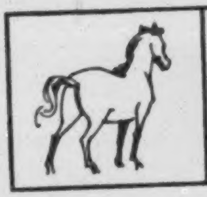
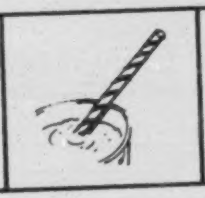
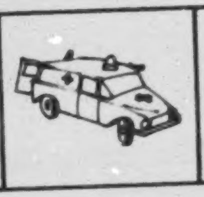
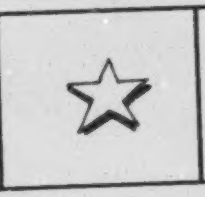
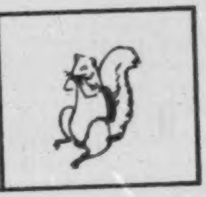

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CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

AUDITORY BLENDING (Yellow)

Directions for Administration

MATERIAL: Child's Test Booklet
Markers

PROCEDURE:

Note: It is essential that the examiner follow precisely the instructions given for pronouncing the words on this test.

Sample A - Say,

IN THIS TEST WE ARE GOING TO LISTEN TO SOME WORDS.

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all children have the correct row.) LISTEN WHILE I SAY THE NAMES OF THE PICTURES. HERE IS A BRUSH, A TOOTH-BRUSH, A FLAG, A TOASTER, A TELEVISION. (Demonstrate by pointing as the pictures are named.) NOW I AM GOING TO SAY THE NAME OF ONE OF THESE PICTURES. I WILL SAY THE NAME IN LITTLE PARTS, AND I WANT YOU TO LISTEN CAREFULLY TO SEE IF YOU CAN HEAR THE WORD I SAY. READY? LISTEN CAREFULLY. TOOTH-BRUSH. DID YOU HEAR A WORD? YES, IT WAS TOOTH-BRUSH. NOW MARK AN "X" ON THE PICTURE OF THE WORD I SAID -- TOOTHBRUSH. (Pause.) DID YOU ALL MARK AN "X" ON THE PICTURE OF THE TOOTH-BRUSH HERE? (Point.) GOOD. THAT IS THE PICTURE OF THE WORD I SAID.

Pre-Reading Skills Battery
Auditory Blending (Yellow

Sample B - Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE BALL. (Check to see that all of the children have the correct row.) THIS IS A RABBIT, LAMP, ZIPPER, LADDER, SKATE. NOW I AM GOING TO SAY THE NAME OF ONE OF THESE PICTURES IN LITTLE PARTS. LISTEN CAREFULLY, SO THAT YOU CAN FIND THE PICTURE OF THE WORD I SAY. READY? LISTEN CAREFULLY. LAD-DER. MARK AN "X" ON THE PICTURE OF THE LAD-DER. (Pause.) DID YOU MARK AN "X" ON THE LADDER HERE? (demonstrate.) GOOD. THAT IS THE PICTURE OF THE WORD I SAID.

Sample C - Say,

PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. (Check to see that all of the children have the correct row.) THIS IS A FOOT, BOOK, MONKEY, FOX, FURNITURE. NOW LISTEN CAREFULLY. FOO-T. MARK AN "X" ON THE PICTURE OF FOO-T. (Pause.) DID YOU MARK THE PICTURE OF THE FOOT HERE? (demonstrate.) GOOD. FOOT IS THE WORD I SAID IN LITTLE PARTS.

Give the children as much help as needed with the three samples so that all understand the test procedure before starting the items below.

Test Items

Item 1 - Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE STAR. THIS IS A BATH, TELEVISION, NEWSPAPER, KNEES, MOTORCYCLE. NOW LISTEN CAREFULLY. NEWS-PAPER. MARK AN "X" ON THE PICTURE OF NEWS-PAPER.

Pre-Reading Skills Battery
Auditory Blending (Yellow)

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Pronounce each word in the exact sound units listed below. Pauses, which are indicated by "-" should be about one second in length. Do not say the words more than the two times provided for in the format.

Item	Marker	Picture Names	Mark an "X" on
2.	ball	TYPEWRITER-DRESS-TELEVISION-SANTA CLAUS-THERMOMETER	TYPE-WRITER
3.	arrow	CANDY-FLOWER-BOY-COWBOY-RING	COW-BOY
4.	star	TABLE-MAN-SANDWICH-DOG-SNOWMAN	SNOW-MAN
5.	ball	GHOST-UMBRELLA-BICYCLE-AMBULANCE-BELL	UM-BREL-LA
6.	arrow	TOOTH-BRUSH-CHILDREN-HEART-CHICKEN- CHAIR	CHI-CKEN
7.	star	MATCHES-SWEATER-SWING - APPLE-SQUIRREL	SWEA-TER
8.	ball	BUS-FLOWER-CUP-BRUSH-BASKET	BU-S

Item 9 - Say,

NOW TURN THE PAGE. (MAKE SURE That all children have turned to the back page of the booklet.) PUT YOUR MARKER UNDER THE ROW OF PICTURES NEXT TO THE ARROW. THIS IS A SCISSORS, BALL, HAND, FLOWER, DOLL. LISTEN CAREFULLY. DO-LL. MARK AN "X" ON THE PICTURE OF THE DO-LL.

Pre-Reading Skills Battery
Auditory Blending (Yellow)

Use the above format for the test items below.

Item	Marker	Picture Names	Mark an "X" on
10.	star	STOVE-MOON-SOAP-TOASTER-DONKEY	SOA-P
11.	ball	BED-GUM-GIRAFFE-SUN-SANDWICH	SU-N
12.	arrow	FENCE-COMB-PENCIL-TABLE-PANTS	FEN-CE
13.	star	WING-TIE-SWING-FINGER-CRUTCHES	SW-ING
14.	ball	RING-BICYCLE-TRUCK-ROCKET-CLOCK	CLO-CK
15.	arrow	HOUSE-STRAW-AMBULANCE-STAR-SQUIRREL	STR-AW

Pre-reading Skills Battery

Pilot / May 1971

Child's Name ______________________________ Date ______________

School ____________________ Class ______ Teacher ____________________

☐☐	☐	☐☐	☐	☐	☐	☐	☐☐☐☐☐☐
School	Class	Child	Ethnic	SES	Sex	Test	

Auditory Sequencing

	☐	☐	☐	☐
☆	□□	□●	●□	●●
○	●●●	□□●	●□□	□●□
⇨	□□□●	●●●●	□●□□	□□●□

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☆ 1	●●	□●	●□	□□	7-78 123456
○ 2	□□□	□●●	●□●	●●□	7-79 123456
⇨ 3	□●□	●□□	●●●	□□●	7-80 123456
☆ 4	●●□	□□□	□●●	●□●	8-16 123456
○ 5	□●□●	□□●●	●●□□	□□□□	8-17 123456
⇨ 6	●●●●	□●●□	●□□●	●●□□	8-18 123456
☆ 7	□●□□	●□□□	●●●●	□□●□	8-19 123456
○ 8	●●□□●	□□□□□	□●●●□	●□□●●	8-20 123456
⇨ 9	□●□●●	□●●●□	●□□□●	□□□□□	8-21 123456
☆ 10	●●●●●●	□□□●□□	●□□□□□	□□●□□□	8-22 123456
○ 11	●●●●□●	□●●●●●	□□□□□□	●□●●●●	8-23 123456
⇨ 12	□□●●●□	●●●●●●	□●●●□□	●●□□●□	8-24 123456

CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

AUDITORY SEQUENCING (Buff)

Directions for Administion

MATERIAL: Child's Test Booklet
Markers

PROCEDURE:

Sample A - Say

IN THIS TEST WE ARE GOING TO SEE HOW WELL YOU CAN LISTEN AND REMEMBER WHAT I SAY.

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all the children have the correct row.) NEXT TO THE STAR THERE ARE SOME BOXES WITH PICTURES IN THEM. THERE ARE JUST TWO KINDS OF PICTURES IN THESE BOXES. THIS IS A SQUARE. THIS IS A BALL. HERE IS A BALL. HERE IS A SQUARE. (demonstrate by pointing to various balls and squares in the sample items. Continue until until children are familiar with the names of these objects.) NOW LISTEN CAREFULLY WHILE I SAY WHAT IS IN THESE BOXES. HERE IS A SQUARE-SQUARE. HERE IS A SQUARE-BALL. HERE IS A BALL-SQUARE. HERE IS A BALL-BALL. LISTEN AGAIN. SQUARE-SQUARE. SQUARE-BALL, BALL-SQUARE, BALL-BALL. (demonstrate by pointing as objects are named.) NOW PUT YOUR FINGER ON THE BOX THAT HAS THE BALL-BALL IN IT. (Check to see that all are pointing to the correct response.) NOW MARK AN "X" ON THE BOX THAT HAS THE BALL-BALL IN IT. (Pause.) DID YOU ALL MARK AN "X" ON THE BALL-BALL HERE? (demonstrate.) GOOD. (Check to make sure that all children have marked the correct response.)

Auditory Sequencing (Buff)
Directions for Administration

Sample B - Say,

PUT YOUR MARKER UNDER THE ROW OF BOXES NEXT TO THE BALL. (Check to see that all children have the correct row. THIS BOX SHOWS A BALL-BALL-BALL. THIS ONE SHOWS A SQUARE-SQUARE-BALL. THIS ONE SHOWS A BALL-SQUARE-SQUARE. THIS ONE SHOWS A SQUARE-BALL-SQUARE. LISTEN AGAIN. BALL-BALL-BALL, SQUARE-SQUARE-BALL, BALL-SQUARE-BALL, SQUARE-BALL-SQUARE.

(Demonstrate by pointing.) NOW LISTEN CAREFULLY SO YOU CAN REMEMBER WHAT I SAY. READY? MARK AN "X" ON THE BOX THAT SHOWS THE SQUARE-SQUARE-BALL. (Pause.) DID YOU MAKR AN "X" ON THE BOX THAT SHOWS THE SQUARE-SQUARE-BALL HERE? (demonstrate.) GOOD. THAT IS THE BOX THAT SHOWS WHAT I SAID -- SQUARE-SQUARE-BALL. (Point to objects within the correct box. Check to see that all children have marked the correct response. If necessary, explain why other responses are not correct.)

Sample C - Say

PUT YOUR MARKER UNDER THE ROW OF BOXES NEXT TO THE ARROW. (Check to make sure that all have the correct row.) LISTEN VERY CAREFULLY SO YOU CAN REMEMBER WHAT I SAY. READY? SQUARE-BALL-SQUARE-SQUARE. MARK AN "X" ON THE BOX THAT SHOWS THE SQUARE-BALL-SQUARE-SQUARE. (Pause.) DID YOU MARK AN "X" ON THE BOX THAT SHOWS THE SQUARE-BALL-SQUARE-SQUARE HERE? (demonstrate) GOOD. THAT IS WHAT I SAID --SQUARE-BALL-SQUARE-SQUARE. Point as you name the objects. Check to see that all have marked the correct response.)

Auditory Sequencing (Buff)
Directions for Administration

Give the children as much help as needed with the three samples so that all understand the test procedure before starting, the items below.

Test Items

Item 1 - Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW OF BOXES NEXT TO THE STAR. I WANT YOU TO REMEMBER WHAT I SAY. READY? LISTEN VERY CAREFULLY. SQUARE-BALL. MARK AN "X" ON THE BOX THAT SHOWS THE SQUARE BALL.

Do not help the children with this or any subsequent items. Use the above format for each of the items below.

Say each group of words clearly, with equal emphasis on each word. Pause briefly between words, longer between word groups. Say each word group only twice, in the format outlined above.

Item	Marker	Word Group
2.	ball	BALL-BALL-SQUARE
3.	arrow	SQUARE-BALL-SQUARE
4.	star	SQUARE-BALL-BALL
5.	ball	SQUARE-SQUARE-BALL-BALL
6.	arrow	BALL-SQUARE-SQUARE -BALL
7.	star	SQUARE-SQUARE-BALL-SQUARE
8.	ball	BALL-BALL-SQUARE-SQUARE-BALL
9.	arrow	SQUARE-BALL-BALL-BALL- SQUARE
10.	star	SQUARE-SQUARE-BALL-SQUARE-SQUARE-SQUARE
11.	ball	BALL-BALL-BALL-BALL-SQUARE-BALL
12.	arrow	SQUARE-BALL-BALL-BALL-SQUARE-SQUARE

202

Pre-reading Skills Battery Pilot / May 1971

Child's Name ______________________________ Date ______________

School ____________________ Class ______ Teacher ______________________

☐☐ School ☐ Class ☐☐ Child ☐ Ethnic ☐ SES ☐ Sex ☐ Test ☐☐☐☐☐☐

Auditory Sequencing

☆	□□	□●	●□	●●
○	●●●	□□●	●□□	□●□
⇨	□□□●	●●●●	□●□□	□□●□

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☆ 1	●●	□●	□□	●□	7-66 123456
○ 2	●□	□□	●●	□●	7-67 123456
⇨ 3	□□□	□●□	●●□	●□●	7-68 123456
☆ 4	□●□	●□□	□□●	●●●	7-69 123456
○ 5	●●●	●●□	●□●	□●●	7-70 123456
⇨ 6	●□●□	●□□●	□□□□	□●□●	7-71 123456
☆ 7	●●●●	□□□●	●□□□	□●□□	7-72 123456
○ 8	●●●●□	●●□●●	□□●□□	□□□□□	7-73 123456
⇨ 9	●●□□□	●●●●●	□□□●●	□□●□●	7-74 123456
☆ 10	●●□□□	●□□□●	●●●●●	□□□●●	7-75 123456
○ 11	●●●●●●	●●□□●●	□●□●□□	□□●●□□	7-76 123456
⇨ 12	□●●●□●	●●●□□●	●□□●●●	□□□□□□	7-77 123456

CENTER FOR URBAN EDUCATION

Pre-Reading Skills Battery
Pilot Testing
May, 1971

AUDITORY SEQUENCING (Yellow)

Directions for Administration

MATERIAL: Child's Test Booklet
Markers

PROCEDURE:

Sample A- Say,

IN THIS TEST WE ARE GOING TO SEE HOW WELL YOU CAN LISTEN AND REMEMBER WHAT I SAY.

PUT YOUR MARKER UNDER THE FIRST ROW OF PICTURES. THERE IS A STAR NEXT TO THIS ROW. (Check to see that all the children have the correct row.) NEXT TO THE STAR THERE ARE SOME BOXES WITH PICTURES IN THEM. THERE ARE JUST TWO KINDS OF PICTURES IN THESE BOXES. THIS IS A SQUARE. THIS IS A BALL. HERE IS A BALL. HERE IS A SQUARE. (Demonstrate by pointing to various balls and squares in the sample items. Continue until the children are familiar with the names of these objects.) NOW LISTEN CAREFULLY WHILE I SAY WHAT IS IN THESE BOXES. HERE IS A SQUARE-SQUARE. HERE IS A SQUARE-BALL. HERE IS A BALL-SQUARE. HERE IS A BALL-BALL. LISTEN AGAIN. SQUARE-SQUARE, SQUARE-BALL, BALL-SQUARE, BALL-BALL. (Demonstrate by pointing as objects are named.) NOW PUT YOUR FINGER ON THE BOX THAT HAS THE BALL-BALL IN IT. (Check to see that all are pointing to the correct response.) NOW MARK AN "X" ON THE BOX THAT HAS THE BALL-BALL IN IT. (Pause.) DID YOU ALL MARK AN "X" ON THE BALL-BALL HERE? (Demonstrate.) GOOD. (Check to make sure that all children have marked the correct response.)

Auditory Sequencing (Yellow)
Directions for Administration

Sample B - Say,

PUT YOUR MARKER UNDER THE ROW OF BOXES NEXT TO THE BALL. (Check to see that all children have the correct row.) THIS BOX SHOWS A BALL-BALL-BALL. THIS ONE SHOWS A SQUARE-SQUARE-BALL. THIS ONE SHOWS A BALL-SQUARE-SQUARE. THIS ONE SHOWS A SQUARE-BALL-SQUARE. LISTEN AGAIN. BALL-BALL-BALL, SQUARE-SQUARE-SQUARE-BALL, BALL-SQUARE-BALL SQUARE-BALL-SQUARE. (demonstrate by pointing,) NOW LISTEN CAREFULLY SO YOU CAN REMEMBER WHAT I SAY. READY? MARK AN "X" ON THE BOX THAT SHOWS THE SQUARE-SQUARE-BALL. (Pause.) DID YOU MARK AN "X" ON THE BOX THAT SHOWS THE SQUARE-SQUARE-BALL HERE? (Demonstrat
GOOD. THAT IS THE BOX THAT SHOWS WHAT I SAID --SQUARE-SQUARE-BALL. (Point to objects within the correct box. Check to see that all children have marked the correct response. If necessary, explain why other responses are not correct.

Sample C - Say,

PUT YOUR MARKER UNDER THE ROW OF BOXES NEXT TO THE ARROW. (Check to make sure that all have the correct row.) LISTEN VERY CAREFULLY SO YOU CAN REMEMBER WHAT I SAY. READY? SQUARE-BALL-SQUARE-SQUARE. MARK AN "X" ON THE BOX THAT SHOWS THE SQUARE-BALL-SQUARE-SQUARE. (Pause.) DID YOU MARK AN "X" ON THE BOX THAT SHOWS THE SQUARE-BALL-SQUARE-SQUARE HERE? (demonstrate.) GOOD. THAT IS WHAT I SAID --SQUARE-BALL-SQUARE-SQUARE. (Point as you name the objects. Check to see that all have marked the correct response.)

Give the children as much help as needed with the three samples so that all understand the test procedure before starting the items below.

Auditory Sequencing (Yellow)
Directions for Administrations

Test Items

Item 1 - Say,

NOW TURN THE PAGE. (Make sure that all children have the correct page.) PUT YOUR MARKER UNDER THE ROW OF BOXES NEXT TO THE STAR. I WANT YOU TO REMEMBER WHAT I SAY. READY? LISTEN VERY CAREFULLY. SQUARE-SQUARE. MARK AN "X" ON THE BOX THAT SHOWS THE SQUARE-SQUARE.

Do not help the children with this or any subseauent items. Use the above format for each of the items below.

Say the groups of words clearly, with equal emphasis on each word. (Pause.) briefly between words, longer between word groups. Say each word group only twice, in the format outlined above.

Item	Marker	Word Group
2.	ball	BALL-SQUARE
3.	arrow	BALL-SQUARE-BALL
4.	star	BALL-SQUARE-SQUARE
5.	ball	BALL-BALL-BALL
6.	arrow	SQUARE-BALL-SQUARE-BALL
7.	star	BALL-SQUARE-SQUARE-SQUARE
8.	ball	BALL-BALL-SQUARE-BALL-BALL
9.	arrow	SQUARE-SQUARE-SQUARE-BALL-BALL
10.	star	BALL-BALL-SQUARE-SQUARE-SQUARE
11.	ball	SQUARE-SQUARE-BALL-BALL-SQUARE-SQUARE
12.	arrow	BALL-BALL-BALL-SQUARE-SQUARE-BALL

207

RATIONALE FOR AND DESCRIPTION OF THE PRE-READING SKILLS BATTERY

Pilot and Experimental Editions

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First Draft

December, 1971

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TABLE OF CONTENTS

Page

Introduction 1

General Considerations 3

Descriptions of Tests 4

- Meaning Vocabulary - Tests 1 and 2 4
- Auditory Comprehension Test 10
- Visual Comprehension Test 14
- Picture Similarities Test 18
- Letter Similarities Test 19
- Letter Combination Similarities Test 20
- Memory - Pictures Test 26
- Memory - Letters Test 26
- Memory - Letter Combinations Test 27
- Auditory Discrimination - Test 1 32
- Auditory Discrimination - Test 2 35
- Auditory Discrimination - Test 3 37
- Auditory Blending Test 43
- Auditory Sequencing Test 46

Data Analysis of Selected Experimental Test Items 51

RATIONALE FOR AND DESCRIPTION OF THE PRE-READING SKILLS BATTERY

INTRODUCTION

The Pre-Reading Skills Battery is a group-administered diagnostic battery measuring skills considered to be prerequisite to beginning reading instruction. Three major areas of skills are included: Language; Visual Perception; and Auditory Perception. Within each of these three areas several skills are tested through two or three sub-tests. In some sub-areas there are two or three sub-tests for a particular skill covering a range of difficulty. The Battery is so constructed that all the 13 tests need not be given to determine a child's skills in each of the three areas. Figure I on the following page lists the test in the battery.

Figure 1

Tests Included in the Pre-Reading Skills Battery - Experimental Edition

1. Language

    Meaning Vocabulary - Test 1
    Meaning Vocabulary - Test 2

    Auditory Comprehension

    Visual Comprehension

2. Visual Perception[3]

    Letter Similarities
    Letter Combination Similarities

    Memory-Letters
    Memory-Letter Combinations

3. Auditory Perception

    Auditory Discrimination - Test 1
    Auditory Discrimination - Test 2
    Auditory Discrimination - Test 3

    Auditory Blending

    Auditory Sequencing

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[3] Two additional tests, Picture Similarities and Memory-Pictures, were included in the pilot edition, but were eliminated on the basis of the data analysis.

The tests had been originally developed for use in the Beginning Reading Project in 1966. The original 27 tests were individually administered for the most part, and in some cases were adapted from existing tests, so extensive revisions were planned. In 1970-71 the tests were reworked both in rationale and format in preparation for an item analysis edition of the revised battery. This pilot study was conducted in May and June of 1971 with about 900 kindergarten children in New York City public schools. Thr remainder of this report describes the general rationale for the item analysis edition and the revised experimental edition, as well as specific descriptions and data analysis results for each of the test areas.

GENERAL CONSIDERATIONS

In constructing the tests for the Pre-Reading Skills Battery, several important considerations were kept in mind. The test format, the directions for administration and the design of the pictures and letters were to be simplified and standardized throughout the Battery so as to allow for more direct and valid measures of the test tasks. The test format was similar for all the tests. A four-page booklet was used, containing identification information and three sample items on the front page. The test items started on the right-hand inside page and continued on the back page, providing the child with access only to those items he was working on. Items were placed in rows across the page, with seven or eight rows on a page, so that a cardboard marker could be placed under each row to help focus attention on that item.

Administration procedures were simplified by having all tests follow the same format. Since each test required the marking of an X on the chosen item, practice was given in making X's in sample boxes on the front page, if needed. Next, the three samples were explained and worked through, with the children's work checked on each item to make sure that the directions were understood and the correct items were marked. Directions for the sample items were to be repeated if not understood, until the tester was satisfied that all children did understand the test task. Thus, considerable effort was to be made to teach the test task before the test items were presented.

During the test administration each test item was presented by the examiner to insure that the children attempted all items as well as focusing attention on the relevant item. As a further aid, a picture was placed to the left of each row, i.e., a star, a ball, or an arrow, and a cardboard marker was given to each child. The child was asked to place his marker under the row with the star next to it, etc. This served to focus attention on a particular row; in addition the marker blocked out the row immediately below the pertinent one.

The wording used in the sample items, for turning pages and for marking items was similar for all tests. It was hoped that the repititious nature of the administration procedures would help to minimize them as possible sources of irrelevant test errors.

Because another source of test error was thought to be the design of the pictures and letters, particular care was taken to use simple uncluttered line-drawings. A cartoon-like format was used rather than shaded drawings. Identical drawings were used across tests, i.e., if a picture of a chair was required in more than one test, the same drawing was used in each instance. Items were placed with ample white space around them and were usually enclosed in boxes so as to keep them distinct from each other.

Another aspect of item simplification was the familiarity of the representations to young urban children. The item choices used were selected to picture objects and situations existing in the environments of urban children and were usually connected with home, school or neighborhood experiences. More details on the nature of the items are given in the descriptions of the individual tests, which follows.

DESCRIPTIONS OF TESTS

I Language Area

A. Meaning Vocabulary-Tests 1 and 2

Purpose: One area of language important to reading is the understanding of words and concepts commonly used in the culture. Comprehension of what is read depends greatly on the child's previously acquired knowledge of words and ideas.

While language skills may not be directly related to decoding skills needed in initial reading, later understanding of the printed page would seem to rely heavily on early language skills.

Measurement of vocabulary skills has been complicated by two diverse factors. First, there are two aspects of language skills, using the language, or expressive skills, and understanding what is said, or receptive skills. The latter skills develop earlier in language learning and may be more closely allied to reading comprehension. The two areas, however, are often confused in language testing.

Secondly, considerable variation has been found among the language skills of urban children, especially among those who speak another language first and those who speak a dialect of English. Traditional tests have often dealt with only the expressive skills, with the assumption that the receptive skills of such children follow the same patterns. Evidence for such an assumption has not yet been shown. Thus skills measurement has been confused with the result that a clear picture of the child's functioning level often is not obtained. The present Meaning Vocabulary tests were designed to tap only the receptive language skills, in the areas of vocabulary and concepts.

Rationale: Since the Beginning Reading Project Tests were not usable in constructing new tests, items were chosen to cover vocabulary skills, ranging from the matching of pictures from orally-given labels to recognizing pictures of concepts and position words. A major problem in construction of the items for these tests was to identify those words and concepts which were considered familiar to the school culture at the pre-reading level, in all cultural milieus. Previous vocabulary tests had been based on traditional primary grade word lists, such as The Rinsland and The Gates lists, but these were considered too dated to reflect present-day vocabulary.[4]

Therefore a concerted search was made for an up-to-date primary vocabulary list having two characteristics: 1. The sampling included urban children of various ethnic groups; 2. the list contained words reflecting receptive as well as expressive language skills. The few lists found were reviewed and all but one were rejected on the basis of the criteria. "The Spontaneous Speaking Vocabulary of Children in Primary Grades" by Helen A. Murphy and others seemed usable, although it, too, failed to meet both criteria exactly.[5]

In compilation of the Murphy list speech samples were collected in schools in the Boston area primarily, with two classes sampled in Georgia. Children from kindergarten school to grade three were included. Although the list recorded speech, it did not include children's receptive vocabulary. Groups sampled were not fully described so it was assumed that a wide variety of ethnic groups were not included. The list, however, was considered the most comprehensive and up-to-date one available, and so was used as the source of words for the two Meaning Vocabulary tests.

In choosing the words to be included in the tests nouns were selected which had a listed frequency of 150 or above for kindergarten children, that is, the words were noted at least 150 times in the word counts done. These words were further subdivided into groups with a frequency of 300 or above, a frequency of 200 to 299, and a frequency of 150 to 199.

Next, lists of verbs, adjectives and prepositions with a frequency of 150 or above on the kindergarten list were compiled in the same way. Finally, from the first-grade list, a list of nouns with frequency of 150 or above was compiled to use for the more difficult items.

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4. Such lists were completed in the 1930's and 1940's.
5. *The Journal of Education*, 1957, *140*, No. 2, pp. 1-105.

Some words were then eliminated from the lists for one of several reasons: 1. usage seemed particular to the Boston area (*beach-wagon*); 2. some urban children might be unfamiliar with the word (*choo-choo or porch*); 3. The word was not picturable (*God or Halloween*); 4. The word was particular to the kindergarten school curriculum (*clay*).

It was decided to use six categories of words, put roughly in developmental order: labels for nouns; labels for verbs; functions of nouns ("something to ride in"); adjectives ("something big"); categorized nouns ("furniture"); and prepositions ("under"). Words for these six categories were taken proportionally from the kindergarten and first-grade word lists as shown on Table 1.

Table I

Number of Words Used for Test Items from Each Category

Grade level	Frequency	Nouns	Verbs	Functions	Adjectives	Concepts	Positions
Kindergarten	300 +	6	1	-	1	-	4
Kindergarten	200-299	4	3	3	1	-	2
Kindergarten	150-199	5	3	4	-	3	-
Grade 1	150 +	4	4	1	5	5	1
		19	11	8	7	8	7

The six categories were allocated to the two Meaning Vocabulary Tests in rough order of difficulty. Items for Test 1, considered to be the easier of the tests, were labels for nouns and labels for verbs. Test 2 contained the remaining four categories in the order listed above.

The pictures used to represent the words were clear line-drawings with no shadings. The test task was to find from among five options the picture corresponding to the word or phrase given orally by the tester.

Format: The item rows consisted of five options presented in separate boxes for the pilot edition. Meaning Vocabulary 1 and Meaning Vocabulary 2 were each divided into two 15-item halves with the first half of each test containing the easier items. Three sample items were presented first in each test booklet. The child was asked to mark a picture corresponding to the label or description given by the examiner.

Pilot Test Results: As Table 2 shows, both of the Meaning Vocabulary Tests were too easy, and were not clearly differentiated from each other.

Table 2

Means and Standard Deviations of the Meaning Vocabulary - Tests 1 and 2 for the six Groups of the Pilot Sample (30 items)

	Meaning Vocabulary 1			Meaning Vocabulary 2		
Group	M	SD	N	M	SD	N
Black Middle	27.92	3.55	25	26.68	3.84	25
Black Low	24.50	5.42	16	25.88	3.24	16
Sp-Spk Middle	23.81	5.11	16	20.45	7.55	22
Sp-Spk Low	23.54	7.00	35	22.92	5.63	39
Other Middle	27.41	3.51	22	27.59	3.67	27
Other Low	26.94	5.32	17	25.38	7.52	16

- - - - - - - - - - - - -

In addition, inspection of data concerning the options showed that few were functioning well as distractors. Therefore it was decided to make extensive changes in the distractors to try to make the items more difficult and discriminating.

For Meaning Vocabulary - Test 1, 20 of the original items were chosen to be revised; nine of the original noun items were retained and 11 verb items were retained. The remaining ten noun items were discarded because of the high proportion of the samples choosing the correct options. In the 20 revised items, the original stimulus words were retained, but from one to three distractors were changed (and one distractor was discarded for each item) so that none of the original items were retained without modification.

The distractors added were chosen to be closer in meaning to the stimulus words and therefore probably more difficult to discriminate, thus resulting in a harder test. The new words used for the distractors came from the first and second-grade levels of the Murphy list, and thus represented higher level words than previously used in the pilot test.

Meaning Vocabulary - Test 2 was similarly changed, in that the stimulus words were the same for the retained items, but the distractors were changed. Sixteen items were chosen from the original 30 to be revised for the experimental edition. Three of the four categories (functions, concepts, and positions), were retained, with the adjective category being eliminated because of poor performance of the items. One new function item was added to make a total of six function items. There were seven concept items and seven position items, with two of the latter items being new, making a total of 20 items on the experimental edition.

From one to three distractors were changed per item (and the least functioning distractor was discarded), giving all items four options.[6] The new distractors came from the first and second-grade levels of the Murphy list, and were chosen to make the discriminations among options more difficult.

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[6] The position items had only two options in the pilot edition.

Thus, extensive changes were made on both tests in order to make them more difficult and to make Test 2 harder than Test 1. The original format was retained but many pictures need recasting because of indistinct or poor representations.

B. Auditory Comprehension Test

Purpose: This test was constructed to measure the ability to recall and comprehend orally-presented stories.

Rationale: The Language area Beginning Reading Project Battery contained two sub-tests measuring auditory comprehension. In the easier of the two the child demonstrated comprehension by marking picture responses, and in the more difficult sub-test a verbal response was required. Since the present test is designed for group administration a verbal response is not feasible. The original Project picture-response sub-test was a commercial test which could not be used again, so for the present battery a new auditory comprehension measure had to be constructed which would span the range of difficulty covered by the two Project tests.

In order to make this test more useful diagnostically an attempt was made to measure three types of comprehension, factual details (judged to be the simplest level of comprehension), inference and sequence (more difficult types, but the relative order of difficulty unclear). To provide a sufficient number of items for each type of comprehension the ideal procedure would have been to construct three separate auditory comprehension tests, which would have markedly lengthened the present battery. Upon investigation it appeared that each story, if properly constructed, could encompass all three types of comprehension questions. It was therefore decided to construct one auditory comprehension test with the final version 20 to 25 items in length. For the pilot test 24 stories and 40 questions were written. The questions were divided as equally as possible among the three types of comprehension.

The difficulty level of the stories was determined by the number of sentences, length of sentences, and complexity of language. Twelve easy stories were written, made up of from one to three short, simple sentences with considerable repetition of content, and yielding one question per story. The eight medium-difficulty stories consist of from two to four predominantly simple sentences, slightly longer and more complex in language and with less repetition of content, yielding two questions per story. The four most difficult stories contained from three to five complex sentences, longer, with no repetition of content and with more use of adjectives, adverbs, referrants, and qualifying phrases, yielding three questions per story. The content of the stories was limited to situations judged to be familiar to the majority of young urban children--school, home, family, TV, weather, bus rides, trips to the park and the zoo, etc. The Murphy word list used for The Meaning Vocabulary tests, was used as a guide to vocabulary.

Five picture options were presented for each item. One distractor was unrelated to the correct response, and the other three represented possible misinterpretations of story content.

Format: The 24 stories were presented in order of increasing length. The child's booklet consisted of items made up of rows of five picture boxes. The examiner read a story to the class and then asked a question about it, which the child answers by marking a picture in the appropriate row in his booklet. In the multiple-question stories, the factual questions were always asked first.

The response-choice pictures were not named for the child. Two sample stories and three questions were provided.

For the pilot test administration the test was divided into two sections of 12 stories and 20 questions each. An odd-even item division was made so that the difficulty of each half ranged from easy to hard.

Pilot Test Results: Table 3 below summarizes the pilot test results for the six sample groups on the Auditory Comprehension Test.

Table 3

Means and Standard Deviations for the Auditory Comprehension Test for the Six Groups of the Pilot Sample (40 items)

Group	M	SD	N
Black Middle	28.92	5.99	26
Black Low	26.53	4.13	15
Span. Spk. Middle	15.37	6.80	19
Span. Spk. Low	23.39	6.60	38
Other Middle	30.05	7.82	22
Other Low	28.21	8.50	19

The pilot edition of this test appeared to be moderately easy for most of the sample groups. However, examination of the item analysis revealed considerable variation among group performance within the items. These results, combined with the fact that the items in the two- and three-question stories were not always of equal acceptability, made the selection of items a complicated matter. Considerable revision of response choices were done.

Since the Auditory Comprehension Test was intended to be a moderately difficult measure, item difficulty levels ranging from .50 to .75 were needed. Pilot test items with difficulty levels within or close to this range were examined and modified to fit the requirements, resulting in a total of 26 items for the experimental edition. Modifications in response choices were made to eliminate non-working distractors. In addition, a number of the drawings on this test were not considered acceptable and will need to be changed.

The experimental edition consisted of 14 stories. Six of the stories had one question each, four had two questions, and four had three questions each. There were 12 fact questions and seven questions each in the areas of sequence and inference. Items were presented in order of increasing story length and number of questions per story. The format of the pilot test was maintained, except that four instead of five response choices were presented. Some small content changes were made in the sample items.

C. Visual Comprehension Test

Purpose: This test was intended to measure the ability to interpret and answer questions about a picture story.

Rationale: The original Beginning Reading Project Battery contained three sub-tests in the visual comprehension area, two of which required verbal responses, which were not feasible for the present battery. The project picture-response sub-test was the easiest of the three and had to be expanded upward for the present battery to cover a broader range of difficulty. In reworking the test a plan similar to that used in the Auditory Comprehension Test was followed. In order to provide diagnostic information, several types of comprehension are measured: factual details; sequence; and inference, including interpretation of mood and feeling. One longer test was constructed rather than three short tests. The goal for the final form was 20 to 25 items.

Considerable deliberation was needed before arriving at workable specifications for this instrument. One plan called for a series of unrelated pictures with one question per picture, but this was discarded because it did not include a measure of the child's ability to interpret a story presented in a sequence of pictures (the highest level task in the original Project visual comprehension area). Yet, test length and administration time limitations precluded the use of one story strip for each question. A solution was worked out whereby story sequences ranging from two to four boxes per sequence were developed, with one question asked for each box. This complicated the administration directions somewhat as well as calling for a response slightly different from that required on the other tests in the battery. In all other instances the child indicates his response by marking an X on one of several boxes. In the Visual Comprehension Test he was asked to mark a detail within each box. However, this approach was seen as the most practical solution, and care was taken to provide very detailed administration instructions. Also, the Visual Comprehension Test was quite different from the other tests of the battery, with larger boxes and a unique layout, a situation which hopefully helps to minimize confusion.

Twelve story sequences were written and story strips were drawn to the authors' specifications. Two of the strips were made up of two boxes each, four had three boxes each, and 6 strips consisted of 4 boxes each, for a total of 40 questions.

As opposed to the other tests in the Pre-Reading Skills Battery, the distractors in each item are provided by other people and objects within the same box containing the correct response. The language level of the questions was kept as simple as possible, with the picture and the degree of interpretation required varying from simple to complex. The story situations are those judged to be familiar to the majority of young urban children.

Format: The twelve story sequences were presented in order of increasing length, one strip to a line. Considerable time was spent in the instructions teaching the children the left-to-right progression of the picture story. The examiner directs the children to each box and then asks a question to which the child responds by marking a detail of the picture. Three sample questions were provided.

For the pilot test administration the test was divided into two sections of six story strips and 20 questions each. As in the Auditory Comprehension test an odd-even item division was made so that the difficulty of each section ranged from easy to hard.

Pilot Test Results: The pilot test results for the six sample groups are presented below for the Visual Comprehension Test.

Table 4

Means and Standard Deviations of the Visual Comprehension Test for the Six Groups of the Pilot Sample (40 items)

Group	M	SD	N
Black Middle	29.96	6.91	24
Black Low	24.13	8.70	16
Spn. Spk. Middle	20.10	9.12	21
Spn. Spk. Low	21.76	9.26	37
Other Middle	31.58	5.99	26
Other Low	29.51	7.51	13

This test was of moderate difficulty level for most of the groups. In selecting items for the experimental edition, a difficulty level range of .50 - .75 was established as a goal. One of the problems in choosing items was the need to maintain story sequences which were two, three, or four story boxes in length. Since each story box represented one item, some successful items had to be eliminated because the others in the same sequence were unacceptable. Sixteen of the pilot form items fell within a .60 - .85 difficulty range and were modified to make them slightly harder. Because there were a sufficient number of successful items on the pilot test, it was possible to eliminate or modify the questions and pictures so that eight story sequences, yielding 27 questions, were available for the experimental edition. The stories were made up of one two-box sequence, three three-box sequences, and four four-box sequences.

Ambiguities in the drawings seemed to be contributing to difficulty with certain items. Considerable revision of the pictures is needed to correct this problem and to give the pictures more of an urban quality.

The format of the experimental edition is essentially unchanged from that of the pilot test. The sample item has been replaced by a three-box story sequence which was originally one of the pilot items.

II. Visual Perception Area

A. Similarities Tests

Discrimination of letter forms is a skill shown to be highly related to later reading achievement. It has been suggested in studies of the development of visual perception skills that several skill levels exist, leading stepwise to the discrimination skills needed for decoding words. Three skill levels which might be found among pre-readers were chosen for the pilot battery, in order to provide a wide range of information about functioning skill levels of various children. These three levels were: pictures; letters; and letter combinations. While these three categories were used in The Beginning Reading Project Tests, all were commercial tests so could not be used again. The ensuing test were thus constructed to include the presumably easier task of differentiating pictures as well as more difficult tasks of differentiating letters and letter combinations.

In addition, within each test there were three kinds of discriminations represented, also thought to range from easy to hard: maximal contrasts, where pictures or letters to be discriminated were very different from one another; minimal contrasts, with the pictures or letters to be discriminated closely similar to each other; and transformations, where differences in the pictures or letters lay only in their spatial orientation rather than in their form. These three areas were considered to represent aspects of visual discrimination needed for decoding words in reading.[7]

The tests used a matching or similarities format, with the task being to find from among a group of similar figures, a figure identical to the stimulus. The format was chosen on the basis of a pre-pilot study in April 1971, using the tests with both a similarities and a difference format. Results showed that the similarities format gave more appropriate means and standard deviations as well as a greater range of scores. Specific details about each of the three similarities tests are given below.

1. Picture Similarities Test

Purpose: The test was constructed to measure skill in matching a picture to a stimulus picture.

Rationale: The Picture Similarities Test, as the first and easiest of the three tests, was constructed to measure discrimination on a simple level. The pictures were simple line-drawings of objects familiar to young urban children. Language aspects of the task were minimized by eliminating the identification of pictures by name. No labels were given for the pictures, nor were the children required to identify them in making the discriminations.

It was decided to extend the use of the areas of maximal and minimal contrasts and transformations to the Picture Similarities Test even though research evidence does not exist to support their use with pictures. Such use would not only make the test comparable with the other two Similarities Tests but would also provide information on the validity of the use of the maximal-minimal

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7. These areas were suggested by the research of and the papers written for Project Literacy at Cornell University, in discussion of skills pertinent to initial reading. See Levin, H., et al, A Basic Research Program on Reading, Cornell University, Ithaca, New York, 1963.

contrast sequence with pictures. Of the 30 items included in the pilot test, the first ten items had response option pictures markedly dissimilar in form from the stimulus picture, and thus were used as maximal contrasting items. The second ten items represented minimal contrasts in that details only of the pictures were varied. The task was to choose from among pictures identical in outline, the one with details identical to the model, i.e., to match a dog with black spots, ignoring a dog with black ears, or a dog with black ears and a black tail. The third group of ten items used pictures identical in outline and detail but which were rotated spatially in various ways. The task was to choose the item in the same position as the stimulus picture.

Format: The items were arranged so that the stimulus picture was presented in a box at the left side of the page, with a heavy vertical line separating it from the row of five options to the right. Each picture in a row was separately boxed to give clear differentiation of response choices. The child is asked to find a picture corresponding to the stimulus picture. The 30 items were presented in two separate test booklets, with the first booklet containing the easier half of the items (maximal contrasts and half of the minimal contrast) while the second booklet contained the remaining 15 minimal contrast and the transformation items. Three sample items are given on each test booklet.

2. Letter Similarities Test

Purpose: The test was constructed to measure skill in matching single letters.

Rationale: The Letter Similarities Test, the medium difficulty level discrimination test, measured discrimination of single letter forms. Both capital and lowercase letters were used, but were not mixed within one item.

Following the general format, there were 30 items in the pilot edition, with five options for each item. The first ten items contained letters considered to have forms of maximal contrast with the stimulus letter.[8] Ten items presented letters considered to have minimal contrasts, and the last ten items presented letters considered to be similar when rotated spatially. Capital and lower-case items were used in each section; about two-thirds of the items were lower case, reflecting their greater frequency in reading material.

Format: As in the Picture Similarities Test, the stimulus letter was presented at the left side of the page, with a heavy vertical line separating it from the row of five options to the right. The options were presented in one rectangular box per row but were separated by space so that each letter stood clearly alone. The child was asked to mark the letter corresponding to the stimulus letter. Two tests of 15 items were made, the first containing the easier half of the items (maximal contrast and half the minimal contrast items) while the second test had the remaining minimal contrast transformation items. Three sample items were presented in each test booklet.

3. Letter Combinations Similarities Test

Purpose: The test was constructed to measure skill in matching three-letter combinations.

Rationale: The Letter Combinations Similarities Test is considered to be the most difficult of the discrimination tests as it requires scanning of a trigram in order to match it to the stimulus item. Non-words were used for the letter combinations so as to preclude matching of words already known by some children. Trigrams with consonant-vowel-consonant or consonant-consonant-consonant patterns were used for all the items.

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[8] One source used to provide letters of maximal-minimal contrast and transformation information was: Gibson, Eleanor, et al., An analysis of critical features of letters, tested by a confusion matrix, in Levin, H. et al., A basic research program in reading, Cornell University, Ithaca, N.Y. 1963.

As in the other tests, maximal contrast, minimal contrast and transformation items were included. Figure 2 shows the allocation:

Figure 2

Allocation of item types for the Letter Combinations Similarities Test

Type	No of items
Maximal contrasts-distractors have all different letters	6
distractors have one different letter	4
Minimal contrasts - one different letter	10
Transformations - one different letter	10

In items with one different letter in the distractor, the position of the changed letter was varied from the first through the third letter in the trigram. About two-thirds of the items were presented in lower-case type, while the rest were in capital letters; items never contained both type faces.

Format: As in the other tests, the stimulus trigrams were presented at the left side of the page, with a heavy vertical line separating them from the rows of five options to the right. The options were enclosed in one rectangular box per row, but were separated by space so that each letter combination stood alone. The child was asked to mark the letter combination corresponding to the stimulus combination. Two tests of 15 items were made for the pilot edition, the first containing the easier half of the items (maximal contrasts and half the minimal contrasts) while the second test contained the remaining minimally contrasting and transformation items. Three sample items were presented in each booklet.

Pilot Test Results: The results of the data analysis showed that the three similarities tests were not in the expected order of difficulty, as shown in Table 5 below:

Table 5

Means and Standard Deviations of the Three Similarities Tests for the Six Groups of the Pilot Sample (30 items)

	Picture Similarities			Letter Similarities			Letter Combination Similarities		
Group	M	SD	N	M	SD	N	M	SD	N
Black Middle	23.73	5.29	22	27.73	2.78	22	23.36	4.33	25
Black Low	22.39	4.62	18	26.84	2.92	19	22.90	6.24	21
Span. Spk. Middle	27.44	1.83	9	27.60	1.80	10	22.22	4.37	9
Span. Spk. Low	21.98	6.82	43	25.49	6.98	43	22.05	5.96	42
Other Middle	25.37	6.09	30	28.24	3.38	33	25.74	5.05	34
Other Low	25.17	3.80	12	29.63	0.48	8	25.20	2.45	15

The Picture Similarities and Letter Combinations Tests were slightly harder for most groups that was the Letter Similarities Test. All three tests were easier than anticipated. The majority of the items on all three tests were easy, i.e., 80% or more of the samples chose the correct options.

On the basis of the data it was decided to eliminate the Picture Similarities Test from the group, if the results were supported in the second analysis of the test Items (see Data Analysis of Selected Experimental Test items) The test was not easier than the other tests, and therefore could not, in its present form, be defended as the lowest-level in a developmental sequence of three tests. It was decided instead to have the Letter Similarities Test as the low-level test and the Letter Combinations Test as the medium-level test in a two-step sequence.

The data analysis further showed that the three kinds of discrimination used, maximal contrasts, minimal contrasts and transformations, were not clearly differentiated in difficulty from one another. Generally, the transformations were relatively more difficult than the other two types, but the maximal and minimal contrast items were both easy, with little difference between them. Changes were therefore needed in the kinds of items used in the two remaining tests.

For the revised Letter Similarities Test it was decided that half of the 20 items would be transformation items, in order to make it a more difficult test. Five maximal and five minimal contrast items were included as easier items, but were mixed in order since they had not been different in difficulty level. Six items from the former test were used in entirety. Their ranges of difficulty covering all of the six pilot sample groups, are given below.

Table 6

Ranges of Difficulty for Six Items Retained in the Revised Letter Similarities Test

Former Item No.	Range of Difficulty
12	80-100
24	39-100
25	83-100
26	20-100
29	60-100
30	83-100

Several other items were used in modified form. The newly constructed items were primarily transformation items. Four instead of the previous five options were used for each item, the removed option generally being the least functioning item.

For the revised Letter Combinations Similarities Test, the 20 items were allocated among five different groups. Four maximal and four minimal contrast trigrams were included, varying as in previous items in only one letter of the trigram. Four items were included which were varied in two letters in the trigrams. A total of eight transformation items were included, four of which presented trigrams with transformable letters, such as b and d, and four with the letter order of the trigrams transformed from right to left or in mixed order. Figure 3 presents the allocation of items for the revised test.

Figure 3

Allocation of Items

Type of Item	No. of items
Varies one letter	
Maximal contrast	4
Minimal contrast	4
Varies two letters	4
Transformations	
letters transformed	4
letters order mixed	4

Nine of the items from the previous test were used in their entirety. Table 7 gives their ranges of difficulty covering all of the six pilot sample groups.

Table 7

Range of Difficulty for Nine Items Retained in the Revised Letter Combinations Similarities Test

Former Item No.	Range of Difficulty
10	52-88
13	53-88
14	55-93
18	76-89
19	76-93
22	11-65
24	33-71
26	56-93
28	67-100

A few other items were used in modified form. New items were constructed for the two-letter contrasts and the letter-order transformations. All items had four instead of the previous five options, one option being discarded on the basis of its relative nonfunctioning.

It was also decided to replace the type used in the two tests, since some of the letters were thick or blurry, or did not resemble primer type used in beginning readers. Otherwise, the format of the two tests seemed satisfactory.

B. Memory Tests

The Memory tests were constructed to measure short-term memory for figures, a skill considered to be related to recall of letters and words in reading. In the three Memory tests the skill levels measured, pictures, letters, and letter combinations, correspond to those of the Similarities tests. All of these skills had been measured in the Beginning Reading Project Tests but only one test, Memory-Letters, was non-commercial and therefore usable. It was thus decided to link the Memory and Similarities tests, using the same rationale and items where feasible.

The types of items used in the Similarities tests, maximal contrasts, minimal contrasts, and transformations, were used in the Memory tests. Some items from the Similarities tests were also used in the Memory tests.

A delayed matching task was used in the tests. A stimulus card, about 8½" x 11" in size, was shown from the front of the room for about 8 seconds with the child's attention directed to the card. It was then removed from view and the children were asked to find the identical figure in a designated row in their booklets.

Specific details of each of the Memory tests are given below.

1. Memory-Pictures

Purpose: The test was constructed to measure short-term memory for pictures.

Rationale: The Memory-Pictures test was intended to be the easiest of the Memory tests. It corresponded in rationale to the Picture Similarities test in that it had ten items each of maximal contrasts, minimal contrasts and transformations.

Format: Each item row had five options presented in separate boxes. The stimulus cards used by the tester showed the pictures much enlarged since they were to be shown from the front of the classroom. Two tests of 15 items were made for the pilot edition and items were allocated in the same way as in the Picture Similarities test. Three sample items were included in each test booklet.

2. Memory-Letters Test

Purpose: The test was constructed to measure short-term memory for individual letters.

Rationale: The Memory-Letters test was the middle level task of the Memory tests and corresponded in rationale to the Letter Similarities test. It contained ten items each of maximal contrasts, minimal contrasts and transformations. Many of the items used in the Letter Similarities test were used in this test, but they were put in slightly different order.

Format: Each item row had five options, presented in one box, with the letters clearly standing apart from each other. The stimulus cards used by the tester showed the letters in much enlarged size. Two tests of 15 items each were made for the pilot edition, with the items allocated in the same way as the Letter Similarities test. Three sample items were presented in each test booklet.

3. Memory-Letter Combinations Test

Purpose: The test was constructed to measure short-term memory for letter combinations.

Rationale: The Memory-Letter Combinations test was designed to be the most difficult of the Memory tests, since it required delayed matching of trigrams. The test was similar in rationale to the Letter Combinations Similarities test. Many items were used on both tests, although in somewhat different order. Six items on the test had maximal contrasts with completely different trigrams for options and four items had such contrasts with only one letter different in the options. There were ten minimal contrast items and ten transformation items, each having one letter different in the options.

Format: Each item row had five options, presented in one box, with the letter combinations standing apart from each other. The trigrams on the stimulus cards were shown in much enlarged size. Two tests of 15 items each were made for the pilot edition, with items allocated in the same way as on the Letter Combinations Similarities test. Three sample items were presented in each test booklet.

Pilot Test Results: The data analysis showed that the Memory tests also were not functioning as expected, as shown in Table 8.

Table 8

Means and Standard Deviations of the Three Memory Tests for the Six Groups of the Pilot Sample. (30 items)

	Memory Pictures			Memory Letters			Memory-Letter Combinations		
Group	M	SD	N	M	SD	N	M	SD	N
Black Middle	22.52	4.73	25	27.31	3.88	26	18.73	6.35	22
Black Low	22.60	3.94	20	25.47	4.35	19	18.83	4.10	18
Span. Spk. Middle	22.67	8.33	12	24.13	4.43	8	17.89	6.38	9
Span. Spk. Low	21.67	5.40	45	24.72	6.07	32	16.05	7.30	43
Other Middle	24.79	3.57	34	27.00	4.13	37	20.76	6.26	33
Other Low	25.67	3.32	12	27.00	3.76	13	21.38	5.91	8

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As found in the Similarities tests, The Memory-Pictures Test was harder than the Memory-Letters Test. The latter test was easier than anticipated, while the Memory-Letter Combinations Test was harder than the other two tests.

Therefore the Memory-Pictures Test was provisionally eliminated from the group, pending the second data analysis, since it was more difficult than a supposedly higher level test, and therefore could not be defended as the easiest level test in a series. It was then decided to use the Memory-Letters Test as the low-level test and the Memory-Letter Combinations Test as the medium-level test in a two-step sequence.

The data analysis also showed that the three kinds of discrimination, maximal figure contrasts, minimal figure contrasts, and transformations, were not differentiated from one another in difficulty. Following the format of the revised Similarities tests, it was decided to use only detail (contrast) items and transformations, with 11 items alloted to the former and nine items alloted to the latter on both of the Memory tests.

On the Memory-Letters test which was to be made more difficult, seven of the original maximal and minimal contrast items were either used as is or were modified by using more difficult distractors. Three new items were added. Six of the original transformation items were used as is or with slight modification, and four new items were added. Table 9 shows the range of difficulty for the five original items retained on the revised test.

Table 9

Range of Difficulty for Five Items Retained in the Revised Memory Letters Test

Former Item No.	Range of Difficulty
21	62-100
22	50-85
24	47-78
27	72-95
30	37-75

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On the Memory-Letter Combinations Test, items were chosen to make the test slightly harder. The 11 maximal and minimal contrast items were used without modification. Four of the transformation items were also used without modification, and five new items were added. Table 10 shows the range of difficulty for the six samples for the 15 items retained on the revised test.

Table 10

Range of Difficulty for 15 Items Retained in the Revised Memory-Letter Combinations Test

Former Item No.	Range of Difficulty
8	50-76
9	51-70
11	44-78
12	58-88
13	44-79
14	13-70
15	33-88
21	44-88
23	25-67
24	49-76
25	27-63
27	58-72
28	35-67
29	37-64
30	37-61

All items were revised to have four instead of five options, with the least functioning distractor being discarded. It was decided to use the same type face or the Memory tests as for the Similarities tests; the type used in the pilot edition was not considered satisfactory. Other aspects of the format were acceptable, so no other changes were planned.

III Auditory Perception Area

The auditory area of the original Beginning Reading Project Pre-Reading Skills Battery was made up of five subtests, four measuring auditory discrimination and one measuring auditory memory. In reworking the auditory area for the present battery, it was decided to broaden the scope of the tests to cover additional reading-related auditory tasks. The auditory discrimination section was retained, and tests of auditory blending and auditory sequencing were added in place of the auditory memory subtest, which was omitted because there did not appear to be a direct enough relationship between the subtest task (oral repetition of a series of words) and the auditory memory task involved in learning to decode.

The four Beginning Reading Project auditory discrimination subtests had been arranged in order of increasing task difficulty: 1) auditory discrimination of words -- object response; 2) auditory discrimination of words -- picture response; 3) matching isolated initial consonant sounds to pictures; and 4) matching initial consonant sounds heard in words to pictures. Available data indicated that tests 1 and 2 were of approximately equal difficulty, so test 1 was omitted from the present battery. Test 2 was retained in an expanded form, and tests 3 and 4 were combined into one. An additional intermediate-level auditory discrimination task was introduced to measure the ability to identify similarities and differences in word pairs.

The pilot form of the auditory area of the Pre-Reading Skills Battery consists of the following five subtests shown in Figure 4.

Figure 4

Subtests in the Auditory Area

Auditory Discrimination Test 1	-	discrimination between two similar words
Auditory Discrimination Test 2	-	recognition of similarities and differences in word pairs
Auditory Discrimination Test 3	-	matching pictures of words beginning with the same sounds
Auditory Blending		
Auditory Sequencing		

A detailed description of the construction of each of these subtests is given below.

A. Auditory Discrimination

1. Auditory Discrimination - Test 1

Purpose: This test, intended as the easiest of the auditory discrimination tasks, was designed to measure the ability to discriminate between two similar spoken words.

Rationale: The test was an expanded version of a Beginning Reading Project auditory discrimination subtest which had been based on Mildred Templin's unstandardized sound discrimination test for preschool children.[9] The format of the original Project test was retained, but new criteria were established for the selection of word pairs used as items.

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[9] Templin, Mildred C., Certain Language Skills in Children: Their Development and Interrelationships, University of Minnesota Press, Minneapolis, Minn., 1957.

As before, each item consisted of a pair of single-syllable words differing in sound in one position only -- beginning, middle, or end. The child's task was to mark the picture of the stimulus word. Instead of dividing the items equally among beginning, middle, and ending sounds, the proportions of each were based on the number of possible combinations of single consonants and digraphs (for beginning and ending sounds) and long and short vowels (for medial sounds). Consonant blends and diphthongs were not included because of limitations on the length of the test.

Examination of the possible combinations of sounds resulted in proportion guidelines of 60% beginning sounds, 30% ending, and 10% middle sounds. In terms of the 30-item pilot test, these proportions were adjusted to 15 beginning sounds, 10 endings, and 5 middles. Since there seemed to be general agreement in the literature that beginning sounds are easiest to discriminate, followed by endings, and then medial sounds, this order of difficulty was used in arranging items.

The actual sound combinations to be discriminated were chosen on the basis of level of difficulty information derived from Project Literacy material [10] and McCullough.[11] Categories were set up for maximum, medium, and minimum contrast of sounds in each of the three positions, as shown on Table 11.

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[10] The charts were developed by the Summer Staff (1965) of Project Literacy in preparing a first-grade curriculum.

[11] McCullough, Constance M., Handbook for Teaching the Language Arts, Chandler Publishing Co., San Francisco, Calif., 1969.

Table 11

Number of Items in Each Category

Position in Word	Total No. of Items	Maximum Contrast	Medium Contrast	Minimum Contrast
Beginning	15	5	4	6
End	10	3	3	4
Middle	5	2	1	2

Picturable word pairs to fit the item specifications were selected from the Murphy word list. Since the number of word pairs meeting all the criteria were limited, some adjustments had to be made on the basis of author judgment. Words in each pair had roughly equivalent frequency counts as reported by Murphy, but there was some variation in frequency among pairs of words. To help minimize possible differences in the children's familiarity with the pictured words, all pictures are named by the examiner during the test administration.

Eight of the items from the original Project subtest (difficulty levels ranging from .55 to .93) met the current criteria and were retained. The 30 items of the pilot form of Auditory Discrimination - Test 1 are arranged in order of increasing difficulty, shown in Figure 5.

Figure 5

Order of Items

maximum contrast:	beginnings, endings, middles
medium contrast:	beginnings, endings, middles
minimum contrast:	beginnings, endings, middles

In the eight items carried over from the original Project test, the original stimulus word as well as the arrangement of words within the pair was retained; stimulus words for the new pairs were chosen on the basis of an established correct-incorrect response pattern, with adjustments made to avoid duplication. The three sample items from the Project test were used.

Format: Each item consisted of a pair of pictures presented in a box. For each item the examiner identified the two pictures and then repeated the name of one of them, which the child then marked on his paper.

The pilot edition of the test was divided into two 15-item sections, with the easiest items appearing in the first section.

2. Auditory Discrimination -- Test 2

Purpose: This test was designed to measure the ability to recognize similarities and differences in pairs of words.

Rationale: The test is an attempt to measure by means of a group-administered instrument the type of auditory discrimination skill tapped by Wepman's Auditory Discrimination Test.[12] A similar adaptation of the Wepman Test has been made by Pronovost.[13] The format of Pronovost's test has been used in the present instrument.

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[12] Wepman, Joseph, Auditory Discrimination Test, Language Research Associates, Chicago, Illinois, 1958.

[13] Pronovost, W., and Dumbleton, C., "A Picture-Type Speech Sound Discrimination Test," The Journal of Speech and Hearing Disabilities, 1953, 18, 258-266.

The criteria for selection of sounds to be discriminated were identical to those established for Auditory Discrimination Test 1. After considerable deliberation it was decided to make use of the same word pairs employed in Test 1. This was necessary because the kindergarten and first-grade levels of the Murphy list yielded only a limited number of picturable word pairs, which contained the desired sound discrimination in the proper positions. However, it was felt that since the task of recognizing similarities and differences in word pairs was a different task from that required in Auditory Discrimination Test 1, any practice effect would most likely serve only to familiarize the children with the names of the pictures, an effect which would help to sharpen the focus on the discrimination task in Test 2.

Because identical word pairs would be used in Test 1 and Test 2, an attempt was made to have the tests as dissimilar as possible by modifying the way in which the Test 1 items were presented in Test 2. The 30 stimulus items in Test 2 consisted of two-thirds "different" word pairs and one-third "same", with the latter drawn proportionately from the beginning, ending, and middle sound discrimination items. For the "different" items, the order in each stimulus word pair was the reverse of that used in Test 1. For the "same" items, the incorrect half of the Test 1 word pair was used. Dissimilarity between the two tests was further enhanced by arranging the items in a somewhat different hierarchy of difficulty. All beginning sound comparisons (maximum, medium, and minimum constrasts) were presented first, followed by a similar arrangement of ending sounds, then middle sounds.

Format: Each item consisted of a row of three response choice boxes. One box in the row contained a pair of "different" pictures, while the other two boxes each contained a pair of "same" pictures, e.g., fox-box, box-fox, fox-fox. The sample item word pairs were the same as those used in Auditory Discrimination Test 1. For each test item the examiner identified the three picture pairs, repeated the name of one pair, and asked the child to mark the picture of that pair on his paper.

For the pilot administration the test was divided into two 15-item sections, with the easier items appearing in the first section.

3. Auditory Discrimination-Test 3.

Purpose: This test was intended to measure the ability to hear initial sounds in words and match pictures of words beginning with the same sounds.

Rationale: The ability to hear specific sounds within words is considered an important prerequisite to success in learning auditory decoding skills. It is a skill which in many instructional programs is taught just prior to the introduction of sound-symbol correspondences. This task is seen as the most complex of the Pre-Reading Skills Battery auditory discrimination subtests.

In the original Project Battery there were two auditory subtests which involved matching initial sounds. In one an isolated sound was given by the examiner, and the child had to find a picture of a word beginning with that sound. In the other subtest an unpictured word stimulus was spoken by the examiner, and the child had to match it to a pictured word beginning with the same sound. Only one test of this skill was planned for the present battery.

Beginning Reading Project data indicated that both of the above tasks were difficult, but since there was little evidence to indicate that one was preferable to the other, the authors decided to eliminate the isolating of the initial sound by the examiner and deal only with the matching of sounds in words. The task was modified so that all words were pictured in the test booklet, including the stimulus word, thus eliminating the need for the child to remember the word spoken by the examiner.

It was necessary to construct an entirely new set of items for the present test, since the comparable Project test was a commercial one which had been used with permission of the publishers for research purposes only. The 30 items of the pilot test were limited to matching initial sounds. Final and middle sounds were not included, because to do so would have required that the test administration be interrupted at several stages to present new instructions to the children, a procedure contrary to overall battery guidelines.

An attempt was made to include as items all possible single consonants and digraphs, and all short and long vowels. Words were selected from the Murphy word list with familiarity to kindergarten children as the major criterion, supplemented by author judgment. In practice, appropriate picturable words were available only for 16 consonants, two digraphs, two short vowels, and one long vowel. The remaining nine items make use of common consonant blends.

Each item consisted of the stimulus word and five response choices. One distractor was selected to be very similar to the stimulus word, one to be very different, and two to be of medium similarity. Distractors frequently contained the sound to be matched, but in a different position than in the stimulus word. Some distractors began with the final sound of the stimulus word. Project Literacy [14] material was used as one determinant of the difficulty level of the distractors. Because of the limited number of picturable words available, it was not possible to adhere consistently to the specifications established for distractors, and considerable author judgment was required in selecting the response choices. The 30 items were presented in what was judged to be order of increasing difficulty -- single consonants, digraphs, consonant blends, vowels. Within each category the sounds were arranged from easy to difficult, based on the order in which they are generally taught in reading programs.

Format: Each item consisted of a row of six boxes, the stimulus word box at the left separated from the five response choices by a space and a heavy vertical line. Three sample items were provided. Considerable time was spent by the examiner in explaining and illustrating the test task to the children, since it was likely to be an unfamiliar one. For each item, the examiner named all pictures to insure uniformity of labelling. The child was then asked to compare the stimulus picture with the five response choices and mark the one that begins with the same sound.

For the pilot administration the test was divided into two 15-item sections. Because this was considered to be a difficult test, an odd-vs. even-item division was made so that each section contained items ranging from easy to hard.

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[14] See Footnote 10.

Pilot Test Results: Table 12 below presents the means and standard deviations obtained in the pilot testing for the three Auditory Discrimination Tests.

Table 12

Means and Standard Deviations of Auditory Discrimination Tests 1, 2, and 3 for the Six Groups of the Pilot Sample (30 items per test)

	Auditory Discrimination Test 1			Auditory Discrimination Test 2			Auditory Discrimination Test 3		
Group	M	SD	N	M	SD	N	M	SD	N
Black Middle	26.74	2.99	19	24.45	4.73	22	13.19	8.44	21
Black Lower	24.00	5.94	22	24.62	4.18	26	9.71	5.07	21
Span. Spk. Middle	25.71	6.16	7	24.78	4.26	9	8.25	4.64	12
Span. Spk. Lower	21.33	4.82	36	21.68	5.22	28	8.09	5.03	35
Other Middle	27.42	2.59	31	26.36	3.20	28	18.74	8.49	27
Other Lower	25.55	2.87	20	23.76	4.24	17	8.95	5.93	20

For all of the six pilot sample groups the three tests fell roughly in the desired order of difficulty, although Test 1 and Test 2 were too similar in difficulty and Test 3 was slightly harder than necessary. Since Test 2 was to be the middle-level test which would be administered first to all children, and Tests 1 and 3 were to be administered only to low and high scorers respectively, criteria for item difficulty levels were established as follows:

Figure 6

Item Difficulty Ranges Established for the Three Auditory Discrimination Tests

Test	Item Difficulty Range
Auditory Discrimination - Test 1	60 - 85
Auditory Discrimination - Test 2	50 - 75
Auditory Discrimination - Test 3	40 - 65

The pilot test results for Test 1 indicated that the children found the test an easy one. Fourteen of the pilot items fell within the desired difficulty range for the majority of the sample groups and were retained in the experimental edition in their entirety. The ranges of difficulty for these items, covering all six sample groups, are given below.

Table 13

Ranges of Difficulty for 14 Items Retained in the Revised Auditory Discrimination - Test 1

Former Item No.	Range of Difficulty
2	75 - 100
6	58 - 100
8	63 - 100
11	38 - 90
12	61 - 96
13	55 - 96
15	57 - 93
16	52 - 85
24	66 - 96
25	45 - 95
26	61 - 100
27	47 - 77
29	58 - 95
30	58 - 85

It was not possible to modify the items on this test by eliminating distractors or changing one of the responses, since each item consisted of a pair of pictured words differing only in one sound. Six new items were therefore constructed to make up the 20 items of the experimental edition. The 20 items included 40% beginning sound discriminations, 40% ending discriminations, and 30% middle sound discriminations. The discriminations required in ten of these items fell into the minimum-contrast category, seven were medium contrast, and three were maximum contrast. The items were presented in order of increasing difficulty, with the maximum-contrast items first, followed by the medium contrasts and the minimum contrasts. The only change made in the format was arranging the items in one instead of two columns per page.

The pilot data for Test 2 indicated that the majority of items were easier than had been anticipated. Again, 14 items fell within the desired difficulty range of .50 - .75 for a majority of the sample groups and were retained in the experimental edition. The ranges of difficulty for these items, covering all six sample groups, are given below.

Table 14

Ranges of Difficulty for 14 Items Retained in the Revised Auditory Discrimination - Test 2

Former Item No.	Range of Difficulty
6	68 - 92
7	29 - 81
9	57 - 96
10	70 - 92
13	70 - 100
18	44 - 78
21	45 - 88
22	44 - 85
23	50 - 100
24	60 - 94
26	67 - 96
27	76 - 100
28	70 - 96
30	33 - 76

Since it was not possible to modify the content of any of the other pilot test items, six new items were constructed for the experimental edition. The new items used the same word pairs as the new items on Test 1. Fourteen of the 20 word pairs on Test 2 overlapped with those used in Test 1. The 20 items in the experimental edition consisted of 40% beginning sound discriminations, 30% ending discriminations, and 30% middle discriminations. No change was made in sample items or format.

In contrast to Tests 1 and 2, the pilot sample found Auditory Discrimination -- Test 3 to be difficult. Seventeen items had difficulty levels ranging from .30 to .66 and were revised for the experimental edition. Non-working distractors were eliminated, and other distractors were modified with the goal of making the items slightly easier. The 17 items consisted of 12 words beginning with single consonants, three beginning with consonant blends or digraphs, and two beginning with vowels. The items were presented in that order. The format was essentially the same as in the pilot edition, except that four instead of five response options were provided.

C. Auditory Blending Test

Purpose: The Auditory Blending Test was designed to measure the ability to recognize familiar words when they are presented orally in separate sound units.

Rationale: This skill was not measured in the Beginning Reading Project battery. The test is included in the present battery because synthesizing sounds into words is often an area of difficulty for poor readers. Auditory memory for sound units and sequence of sounds is involved, as is the ability to integrate the units into a word.

Auditory blending is usually measured by means of an individual oral test. The present paper and pencil group test may be somewhat an easier task in that its multiple choice format provides clues not available to the child who must respond orally, but the skill was deemed sufficiently important to reading success to warrant the attempt at group measurement.

Only one test is included in the auditory blending category because it was not possible to break the blending process into clearly separate measurable tasks. Variation in difficulty is based on the length and complexity of the stimulus words. A hierarchy of difficulty, from easy to hard, was established, as shown in Figure 7.

Figure 7

Levels of Difficulty

Types	No. of Items
compound words	7
multi-syllable words	7
one-syllable words, no consonant blends	8
one-syllable words, with consonant blends	8

It was essential that the words used in this test be familiar to the child, since unknown words would have added an extraneous dimension to the task. High-frequency words were selected from the Murphy word list for both the stimulus word and the distractors. The four distractors consisted of one difficult distractor (same number of syllables as the stimulus word with a high degree of similarity in sound), one easy distractor (different number of syllables, dissimilar sounds), and two medium-difficulty distractors (same number of syllables but different sounds or different number of syllables but similar sounds). Wherever possible within the limits of the available picturable vocabulary, words which reversed the sequence of sounds were included as distractors.

To insure uniformity of pronunciation by the examiner, specific instructions were given in the manual for saying the stimulus words. Each part of the word was said with equal emphasis, with a one-second pause between parts. Compound words were broken down into word units, multi-syllable words into syllables, and one-syllable words into sound units. In pronouncing the word, the initial consonant and the vowel were joined together to avoid the "uh" sound which frequently accompanies consonant sounds said in isolation.

Format: The 30 items were presented in order of increasing difficulty, as outlined above. Each item consisted of a row of five boxes, The examiner first named the five pictures, then repeated one name slowly in the specified sound units and asked the child to mark his response choice. Three sample items were included.

For the pilot administration the test was divided into two 15-item sections. Because this was judged to be a difficult test, an odd- vs. even-numbered item division was made so that each section contained items ranging from easy to hard.

Pilot Test Results: As Table 15 shows, the items on the Auditory Blending Test were too easy.

Table 15

Means and Standard Deviations of the Auditory Blending Test for the Six Groups of the Pilot Sample (30 Items)

Group	M	SD	N
Black Middle	26.32	2.88	22
Black Low	27.16	2.15	25
Sp-Sp Middle	22.89	4.93	9
Sp-Sp Low	22.72	4.98	29
Other Middle	27.62	3.26	26
Other Low	27.00	4.36	19

In order to make the items more difficult, 20 of the pilot items were chosen for revision on the basis that new distractors could improve their functioning. While the stimulus words were retained, from one to three of the distractors were changed. The new distractors were so selected that one had the same beginning sound as the stimulus and at least one had either the same middle or ending sound.

The four types of words were retained but were reallocated, as shown in Figure 8.

Figure 8

Allocation of Word Types

Types	No. of Types
Compound Words	2
Multi-syllable words	6
One-syllable words, No Consonant Blends	6
One-syllable words, With Consonant Blends	6

The format of the test was deemed satisfactory, but a few of the pictures need to be redrawn for clarification.

D. Auditory Sequencing Test

Purpose: This test was designed to provide a group measure of auditory-visual integration. It required the child to recall auditorially-presented patterns of unrelated words in proper sequence and relate them to visual patterns.

Rationale: The rationale for the Auditory Sequencing Test was based on Birch's work with an auditory-visual integration measure.[15] To date, moderate degrees of correlation have been reported by various investigators between auditory-visual integration and reading achievement. The present test is considered experimental and was included in the battery as a partial substitute for the omitted auditory memory test. Information on whether or not the test is measuring a discrete skill predictive of success in learning to read will have to await the results of the pilot testing and future validation studies. Although a pre-pilot try-out was planned, it was not possible to do this. The test was judged by the authors to be the most difficult in the auditory area.

Several changes had to be made in order to adapt the auditory sequencing task for group administration. In Birch's test the examiner taps out a rhythm and the child relates what he hears to the visual patterns on his paper. It was felt that in a test intended for group administration in the classroom it would be difficult to assure uniform "tapping". Instead, it was decided to present the auditory sequences by means of various arrangements of two familiar words and their visual symbols. "Ball" and "square", the two symbols, were selected for maximum contrast both auditorially and visually. The visual contrast was enhanced by presenting a solid black ball and an outlined square.

The sequences ranged from two to six symbols in length, the span employed in the original Beginning Reading Project auditory memory subtest. Only one test was planned for the auditory sequencing area, since there appeared to be no dimension on which to vary the task other than length of the sequence.

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15. Birch, H.G., And Belmont, I., "Auditory-Visual Integration in Normal and Retarded Readers," American Journal of Orthopsychiatry, 1964, 34, 852-861.

Twenty-four rather than 30 items was judged to be an adequate length for the pilot test. It was anticipated that the longer sequences would be quite difficult for the children, and due to the finite number of short-sequences available, it was not possible to include a high proportion of easy items. The 24 items of the pilot test were distributed by length, as shown in Table 16.

Table 16

Distribution of Items for Auditory Sequencing Test

No. of Items	No. of Symbols Per Item
3	2
6	3
5	4
5	5
5	6

All possible two-and three-symbol combinations were used as items, but as the number of symbols in an item increased, the number of possible symbol combinations also increased. The four-, five-, and six-symbol items were chosen to represent as many as possible of the ways in which the two symbols could be proportioned. Placement of the symbols within an item was determined by chance, with some adjustment made to prevent too great a similarity among items.

Birch's instrument provides two response choices per item. The pilot form of the present test contained three, allowing for one to be discarded in the item analysis. There were many possible ways of choosing distractors. Three general guidelines were arbitrarily set up. In one distractor the proportion of the two symbols was different from the stimulus item. In the other two distractors the symbol proportions remained the same but the order of the symbols was rearranged, one rearrangement being a reversal of symbols.

Format: The 24 items of the pilot test were presented in order of increasing length of sequence. Each item consisted of a row of four boxes with a "ball-square" sequence in each. For each item the examiner named the symbols in each box and then repeated one set and instructed the child to mark the appropriate response. It was not felt necessary to have the child cover each row of boxes as the stimulus was given. Three sample items were included.

For the pilot administration the test was divided into two 15-item sections. Because this is considered to be a difficult test, an odd- vs. even- numbered item division was made so that each section contained items ranging from easy to hard.

Pilot Test Results: The means and standard deviations obtained for the six groups of the pilot test edition of the Auditory Sequencing Test are presented below.

Table 17

Means and Standard Deviations of the Auditory Sequencing Test for the Six Groups of the Pilot Sample (24 Items)

Group	M	SD	N
Black Middle	12.84	6.10	19
Black Low	10.77	6.92	22
Span. Spk. Middle	9.50	4.34	24
Span. Spk. Low	7.69	4.76	36
Other Middle	17.72	5.14	29
Other Low	8.86	6.13	22

As anticipated, this was a difficult test for the majority of the groups in the pilot sample. Only seven items fell within the desired difficulty range of .50 - .75, with the remaining items being considerably more difficult. One response choice was eliminated from each of these items, either because it was a non-working distractor or because its elimination would make the item somewhat easier for those groups in which the item difficulty level was below the desired range. These seven items included sequences ranging from two to five symbols in length.

Eight of the more difficult items from the pilot test were modified by eliminating distractors to make the items easier. The 15 items of the experimental edition included sequences ranging from two to five symbols in length, as follows:

Table 18

Number of Symbols Used in Sequences Making Up the Items of the Experimental Edition of the Auditory Sequencing Test

No. of Items	No. of Symbols per Sequence
2	2
5	3
3	4
5	5
15	

The items were arranged in order of difficulty, which resulted in a mixture of two- and three- symbol items being presented first, followed by a mixture of the four- and five- symbol items. The three sample items were changed to include one each of a two-, three-, and four- symbol sequence.

No other changes were made in the format except that three instead of four response choices were provided.

DATA ANALYSIS OF SELECTED EXPERIMENTAL TEST ITEMS

After the test data had been collected in June a random selection of children from each of the six samples, totaling about 100, was set aside to constitute the sample for the second data analysis. The second analysis, done in October 1971, repeated the analyses carried out with the pilot sample, but with the test items chosen for the Experimental Edition. In addition, correlation matrices for each of the three areas of the test were obtained.

Because of problems with various tests of the Pilot Edition, described above, all of the items for the Experimental Edition were not complete. In some items new distractors were to be added, and in some tests new items were to replace deleted items. Thus, the items submitted for the second analysis were not entirely the same as those that will appear in the Experimental Edition.

Items used in the second analysis included both those to be used in the Experimental Edition without change, and those with distractors to be replaced. Obviously, newly created items and items to be deleted completely from the new tests were not included. This resulted in variable numbers of items for the tests, and provided incomplete information on the functioning of the Experimental Edition. Table 19 below gives some of the data.

Table 19

Means, Standard Deviations and KR#20 Reliability Coefficients for Selected Items of the Experimental Edition.

Test	No. Test Items	No. In Sample	M	SD	Reliability
Mean Voc.-Test 1	20	100	17.79	2.49	.73
Mean Voc.-Test 2	19	100	16.37	3.28	.83
Aud. Comp.	26	100	16.49	5.36	.84
Vis. Comp.	27	99	18.75	5.83	.88
Pic. Sim.	15	101	11.46	3.44	.85
Letter Sim.	15	99	13.04	2.45	.80
Letter Comb. Sim.	17	101	12.15	3.61	.81
Mem.-Pictures	15	99	11.12	2.21	.53
Mem.-Letters	13	94	10.66	2.06	.63
Mem.-Letter Comb.	15	99	7.64	3.75	.79
Aud. Disc-Test 1	14	103	11.98	1.86	.56
Aud. Disc-Test 2	14	102	11.68	1.98	.58
Aud. Disc-Test 3	21	101	9.50	5.21	.85
Aud. Blending	20	102	17.78	2.38	.70
Aud. Sequencing	15	103	8.57	3.95	.82

Several general conclusions were made from data presented on Table 19. First, the decision to drop the Picture Similarities and Memory-Pictures tests from the Experimental Battery was confirmed, since each test retained its standing relative to the other tests in the Similarities or Memory groupings, and thus did not fit in with the expected developmental sequence.

Secondly, the means of the Experimental tests had a somewhat wider range than shown with the pilot tests. While in some tests there was a more acceptable distribution of scores, in others the means were still high, indicating that those tests were still too easy. However, the latter tests were those in which the greatest number of items had been revised, giving additional support for the extensive revisions made.

In addition, reliabilities for most of the tests fell within an acceptable range. Only three tests had low reliabilities, falling in the .50s and .60s, while the others were above .70. Thus there was some indication from the data that the test revisions were going in the right direction.

Tables 20, 21 and 22 show the intercorrelation matrices for the three areas of the Battery for the total sample.

Table 20

Intercorrelations of Experimental Test Items from the Language Area, for the Total Sample[1]

N = 99-100

	1	2	3	4
1. Meaning Vocabulary - Test 1		.42	.44	.59
2. Meaning Vocabulary - Test 2			.76	.54
3. Auditory Comprehension				.61
4. Visual Comprehension				

1. At .05 level .20 and above is significantly different from 0.

Table 21

Intercorrelations of Experimental Test Items from the Visual Area, for the Total Sample[1]

N = 93-101

	1	2	3	4
1. Letter Similarities		.55	.52	.47
2. Letter Comb. Similarities			.48	.62
3. Memory-Letters				.53
4. Memory-Letter Combinations				

1. At .05 level .20 and above is significantly different from 0.

Table 22

Intercorrelations of Experimental Test Items from the Auditory Area, for the Total Sample[1]

N = 105-110

	1	2	3	4	5
1. Auditory Discrimination - Test 1		.39	.41	.53	.50
2. Auditory Discrimination - Test 2			.36	.38	.43
3. Auditory Discrimination - Test 3				.30	.43
4. Auditory Blending					.49
5. Auditory Sequencing					

[1] At .05 level .20 and above is significantly different from 0.

In general, the correlations were low enough, with several exceptions, to indicate independence of the tests within an area.

Tables 23, 24, and 25 show the matrices for the three areas of the battery by five groupings: Black, Spanish-Speaking, and Other (combining the SES groupings) and Middle and Low (combining the Ethnic groupings).

Table 23

Intercorrelations of Experimental Test Items from the Language Area, for Ethnic and SES Groups[1]

N = 26-55

	1	2	3	4
1. Meaning Vocabulary - Test 1				
Black		.53	.57	.65
Sp-Spk.		.42	.39	.55
Other		.20	.39	.62
Middle		.47	.54	.61
Low		.37	.32	.58
2. Meaning Vocabulary - Test 2				
Black			.76	.64
Sp-Spk.			.80	.55
Other			.71	.34
Middle			.72	.47
Low			.82	.60

Table 23 (cont)

	1	2	3	4
3. Auditory Comprehension				
Black				.80
Sp-Spk.				.59
Other				.48
Middle				.63
Low				.58
4. Visual Comprehension				

1. N=24: r=.39 Different from 0 at .05 level
N=55: r=.27

Table 24

Intercorrelations of Experimental Test Items for the Visual Area, For Ethnic And SES Groups[1]

N = 30-53

	1	2	3	4
1. Letter Similarities				
Black		.61	.48	.60
Sp-Spk.		-.02	.44	.15
Other		.32	.17	.07
Middle		.65	.60	.48
Low		.33	.27	.49
2. Letter Combinations-Similarities				
Black			.53	.68
Sp-Spk.			.13	.51
Other			.39	.22
Middle			.42	.61
Low			.50	.60
3. Memory-Letters				
Black				.63
Sp-Spk.				.45
Other				.15
Middle				.46
Low				.60
4. Memory-Letter Combinations				

1. N=29: r=.36 Different from 0 at .05 level.
N=53: r=.27

Table 25

Intercorrelations of Experimental Test Items from the Auditory Area, for Ethnic and SES Groups[1]

N = 31 - 54

	1	2	3	4	5
1. Auditory Discrimination - Test 1					
Black		.08	-.06	.48	.19
Sp-Spk.		.54	.29	.69	.66
Other		.37	.70	.13	.30
Middle		.33	.37	.47	.45
Low		.33	.18	.55	.43
2. Auditory Discrimination - Test 2					
Black			.20	.45	.51
Sp-Spk.			.45	.47	.44
Other			.39	.12	.43
Middle			.27	.33	.40
Low			.40	.39	.45
3. Auditory Discrimination - Test 3					
Black				.24	.20
Sp-Spk.				.34	.24
Other				-.04	.48
Middle				.31	.51
Low				.21	.24
4. Auditory Blending					
Black					.48
Sp-Spk.					.55
Other					.19
Middle					.39
Low					.54
5. Auditory Sequencing					

[1] N=30: r=.36 Different from 0 at .05 level
N=54: r=.27

As the tables above show, there was a considerably wider range of coefficients among the small samples than for the total sample but no interpretations have been made of these findings.